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AUTHOR Lunkenheimer, Gary; Swift, Teri

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ABSTRACT

This text contains activities that allow marketing education instructors to integrate their curriculum with word-processing, spreadsheet, and presentation software. Their students can gain experience with technology, fulfill marketing education learner outcomes, and meet the demands of a marketing job. The instructor provides an outline for students' activities while allowing them to be creative users, decision makers, and explorers of software applications. The text is not a curriculum but contains activities to augment curriculum. After students are introduced to the marketing education concepts present in the activity, they are given an activity to complete. Although directions are given on how to complete the activity in a software application, computer software is not needed. The activities' steps are written to outline the steps in the process a student completes to create a product, form, or tool used in marketing education and to provide suggestions on what software feature can be used to accomplish the steps. The activities are categorized as follows: communications in marketing, economic concepts, employment and advancement, human relations in marketing, marketing operations, marketing management, advertising and sales promotion, selling, and marketing concepts. A list of the learner outcomes and competencies in each topic begins each section. Two indexes are: activities by learner outcome and software type, and activities by software type and learner outcome. (YLB)

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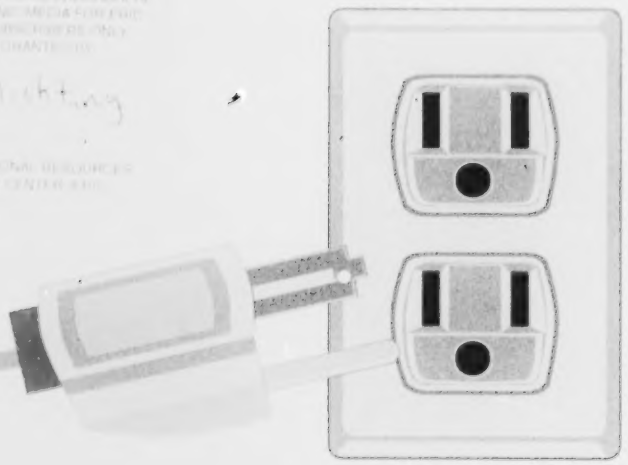

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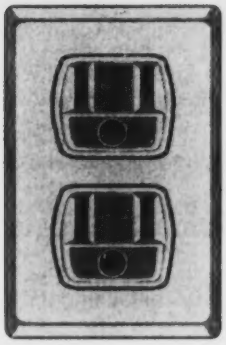

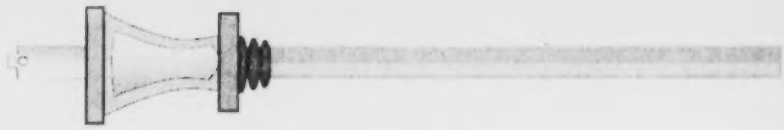

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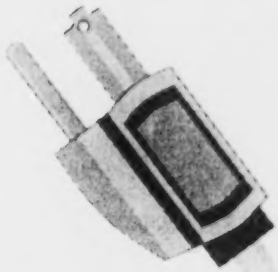

Writers

Gary Lunkenheimer, Nevada Regional Technical Center
Teri Swift, Brookfield Area Career Center

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Julie Gibbs, Editor, Instructional Materials Laboratory

Marketing and Cooperative Education Staff
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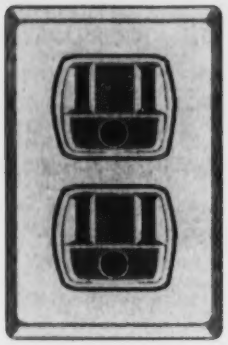


Table of Contents

Introduction v

Communications in Marketing 1

Learner Outcomes and Competencies 1
Interpreting Employee Problems to Management 3
Interpreting Marketing Information 7

Economic Concepts 15

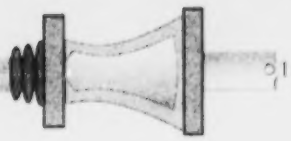
Learner Outcomes and Competencies 15
Identifying Business Risks in the Marketplace ..... 17 - 20
Dealing with Risk 21
Understanding Economic Activities 27
Understanding Economics and Economic Activities 33
Understanding Government Regulations in Marketing 39
Understanding Profits 45
Describing Business Ownership Types 49
Explaining the Meaning of Private Free Enterprise 55
Defining Supply and Demand 59

Employment and Advancement 67

Learner Outcomes and Competencies 67
Marketing Management Abilities 69
Developing a Career Plan 75
Explaining Gross and Net Pay 79
Updating a Personal Resume 87

Human Relations in Marketing 91

Learner Outcomes and Competencies 91
Developing Effective Personal Human Relations Skills 93



Human Relations in Marketing cont.

Motivating Marketing Employees Presentation 99
Distinguishing Roles and Duties within an Organization 105

Marketing Operations 111

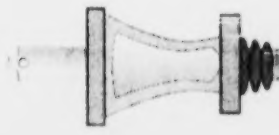
Learner Outcomes and Competencies 111
Calculating Prices of Products or Services 113
Handling Cash Transactions 125
Performing Basic Mathematical Computations 131
Completing a Purchase Order 139
Processing a Payment Form 145
Completing a Financial Statement 153
Completing Financial Statements 161

Marketing Management 173

Learner Outcomes and Competencies 173
Developing Specific Products/Services for Specific Markets 175
Developing a New Product 181
Developing a new Product Presentation 187
Understanding the marketing Cycle 191
Identifying the Stages of the Product Life Cycle 195

Advertising and Sales Promotion 201

Learner Outcomes and Competencies 201
Advertising Media Presentation 203
Identifying the Major Elements of an Advertisement 209
Evaluating Promotional Activities 213
Selecting Locations for Displays 219
Using Visual Merchandising 225



Selling 231

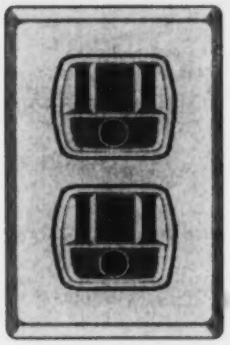
Learner Outcomes and Competencies 231
Preparing and Organizing Sales Aids 233
Conducting a Sales Presentation 239
Conducting a Sales Presentation, Part 2 245

Marketing Concepts 253

Learner Outcomes and Competencies 253
Classifying Goods and Products 255
Designing a Channel of Distribution 259
Determining Marketing Mix 263
Identifying Markets 269

Index 273

Activities by Learner Outcome and Software Type 273
Activities by Software Type and Learner Outcome 274



Introduction

Computers continue to play an increased role in marketing jobs as they expedite and automate operations. In order to prepare marketing education students for the most open job market, marketing education instructors need instructional materials that incorporate application-specific software. This text contains activities that allow instructors to plug their curriculum into word-processing, spreadsheet, and presentation software so their students can gain experience with technology, fulfill marketing education learner outcomes, and meet the demands of a marketing job.

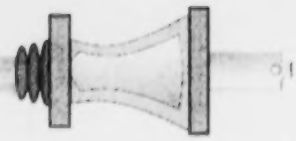
Incorporating Technology into Curriculum

Technology is not a replacement for traditional sources of information, such as textbooks, libraries, encyclopedias, newspapers, and magazines, but technology allows for easier assess to these sources. Students gathering information through technology have a greater danger of generating or finding unreliable and biased information. However, the student using technology has a greater impetus to verify the appropriateness and quality of the information found or generated. Technology should be used to teach students how to interpret, evaluate, analysis, reduce, and synthesis information. Thus, technology can and should be used to develop skills that are already the goal of education. Skills that are broadened through incorporating technology into the curriculum include problem solving, exploration, and hypothesis testing. In addition, technology can be used to encourage students to work collaboratively or as a method of individualized instruction.

Teachers using technology often need to reconceptualize their ideas of teaching and learning. Using technology should be an interactive process between the learner and the teacher, and the teacher should be comfortable with being the learner and with the student being the teacher. Students are valuable resources to incorporating technology into curriculum; teachers should encourage students to share the technological methods and practices the students have discovered and/or mastered. The teacher's role is to coach and guide students, allowing students to explore and choose among the many options presented to them through technology. This text is written so that the instructor provides an outline for student's activities while allowing the student to be creative users, decision makers, and explorers of software applications.

How to Use This Text

This text is not curriculum but contains activities that can be used to ***augment*** curriculum; thus the activities contained in this text do not include steps for content delivery. Before students are given an activity to complete, they should be introduced to the marketing education concepts present in the activity. The activities are merely suggested methods of



involving students with marketing education curriculum, software applications, and technology. Although directions are given on how to complete the activity in a software application, computer software is not needed. The activities' steps are written to meet two outcomes: 1) to outline the steps in the process a student completes to create a product, form, or tool used in marketing education and 2) to provide suggestions on what software feature can be used to accomplish the steps.

Outlining the Steps in a Process

The primary purpose of the activities in this text is to provide an avenue for students to master marketing education competencies. If students do not have access to computers or to computers with the appropriate software, they can follow the steps using non-technological media to create the product. For instance, instead of using presentation software to create a slide show, students can use overheads.

Providing Suggestions on Software Feature Use

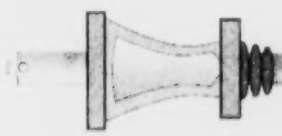
Because there is a variety of software applications available in the classroom and workplace, technological users must learn how to use software features, not individual software packages. They must be able to adapt to and use any software application on any platform—PC or Macintosh. To this end, the activities use language that is common among software applications. The activities' steps are not specific instructions for one software application; the activities were not written to teach students or teachers how to use a software application. Instead, the teacher needs to become familiar with the features of their software applications before using the activities in the classroom.

In addition, most software applications have several methods of completing the same function. For instance, in a word processing application, a word can be "bolded" by clicking on a toolbar button or by selecting bold in a font dialogue box or with key strokes. Students should be allowed to discover the many ways a function can be completed in the software and choose the most appropriate way for the desired effect. Students should be encouraged to explore the many features of their software application.

To accommodate the above restrictions, the steps in this text's activities were written using common keywords in software application help topics and user manuals. These keywords provide an abbreviated method of learning how to use a software application. For instance, step 1 of the first activity in the text, a word processing activity to design a memorandum template, reads:

> Design the company's masthead for the memorandum by typing in the company's name. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page or in the text box.

The first step to designing a memorandum is creating a masthead. This sentence is the marketing education component of the step. The students can create a masthead with a software application or with paper and crayons, colored pencils, and/or markers. If the students are using a software application, the next two sentences—the software components of the steps—indicate the software



features that can be used to create the masthead. The words in these sentences are the keywords used in software application's help index and user manual. The teacher or student can look up these keywords in the index of the user's manual or select the help menu, which is a feature of the software application, and search the help topics by typing in the word ***format***, ***font***, ***paragraph***, or ***text box***. The user manual and the help menu will then give the student or teacher specific instructions on how to format fonts, lines, paragraphs, documents, and text boxes.

In addition, the words in the software components of the steps correspond to the pull-down menus of several applications. For instance, ***format*** is a common pull-down menu that, when selected, lists more menu items that allow fonts, lines, paragraphs, tabs, documents, columns, and several other features to be formatted. Using the help menu and user manual allows students to become self-learners, troubleshooters, and interpreters of technical information as well as teaches them how to use the software's resources to learn. These traits will enable students to transfer knowledge of one application to another. Common word processing, spreadsheet, presentation, and suite applications include but are not limited to:

Word Processing
Microsoft Word
Corel WordPerfect
Lotus AmiPro

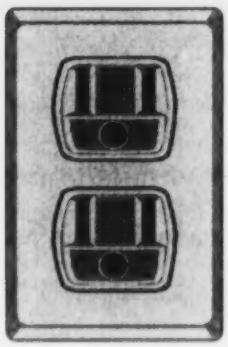
Presentation
Corel Presentations
Microsoft PowerPoint
Aldus Persuasion
Lotus Freelance

Spreadsheet
Lotus 1-2-3
Microsoft Excel
Corel Quattro Pro

Suites
Microsoft Works
Microsoft Office Professional
WordPerfect Professional Office
Lotus Smart Suite
ClarisWorks

This text also includes sample assessment instruments and answer keys to the assessment instruments. One of the largest problems with incorporating technology into the classroom is that it is not aligned to current assessment practices. The sample assessment instruments are suggested means of assessing technology along with the marketing components. Again, these assessment instruments can be used even if software applications are not. The answer keys represent what a final product could look like if it were completed using a software application; however, the answers contained in the answer keys are only suggestions.

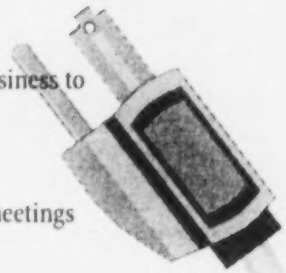
Lastly, this text is meant to inspire teachers to create their own activities using software applications. Software applications can be used to excite the students as well as prepare them for the demands of a technologically advanced working world. This text merely taps the possibilities of incorporating software applications and technology into marketing education curriculum.



Communications in Marketing

A1. Facilitate communications among employee, management, and customers

a. Describe the communications process
* b. Interpret management policies to employees
* c. Interpret employee problems to management
* d. Interpret progress of departments, systems, or functions within the business to management
e. Explain the use of inter-department/company communications
f. Demonstrate application of technology to marketing
* g. Conduct business and staff meetings and participate productively in meetings



A2. Interpret marketing information

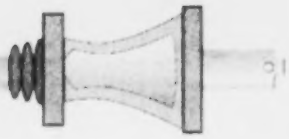
a. Read a variety of business communications and determine the relevant information
b. Communicate orally or in writing the important information gained from reading and research
* c. Interpret tables, graphs, and charts in order to gain marketing information relevant to a business
d. Explain types and uses of industry and company communications and publications
e. Explain the different roles played by interpersonal communication and mass communication
* f. Interpret business policies to customers/clients

A3. Train employees

* a. Teach individual employees to perform job duties
* b. Give oral presentations to groups of marketing personnel

A4. *Use oral communications in marketing*

a. Speak in a business like manner
b. Use proper listening skills
c. Demonstrate effective telephone techniques and manner in a business situation
d. Use nonverbal communication to help convey feelings
e. Listen to and follow directions
f. Address people properly



A5. Use written communications in marketing

a. Read and understand written communications
b. Complete letters, forms, reports, and memorandums
c. Describe the importance of reading current business news media
d. Use proper grammar and vocabulary
e. Demonstrate computer literacy in use of word processing, spreadsheets, and data management
f. Practice proper etiquette for electronic communications

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing education class.

Interpreting Employee Problems to Management

Learner Outcome

A1: Facilitate communications among employee, management, and customers

Competencies

A1c: Interpret employee problems to management
A1e: Explain the use of inter-department/company communications

Objective

Students will develop memorandums to address specific business situations.

Activity

You are a computer salesperson at Cleveland Connections. Your boss Martha Cleveland received the following voice mail:

> This is Pat Clark of Clark Computer Supply. We received the four computers we ordered Friday afternoon but without their key boards. These computers must go out to our customer no later than Wednesday. Please let us know what action you will take and what we should do in the mean time. This is not the first mistake by your company, but, if it is not taken care of, it will be the last.

Ms. Cleveland has forwarded the voice mail to you and has asked you to send her a memorandum detailing the actions that need to be taken.

Part 1: Creating a Company Memorandum

Hints: If your word processing software has templates, you may open a memorandum template and modify it to create a memorandum.

Use the software's text box feature, if available, to create the masthead portion of the memorandum. Text and graphics can be placed inside the text box, allowing these components to be moved in the document as a block.

Step 1 Design the company's masthead for the memorandum by typing in the company's name. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page or in the text box.

Step 2 Insert appropriate clip art or use drawing or graphic features to create the company's logo.

Step 3 Use the graphic, drawing, or border/fill/shading features to insert any desired lines, borders, or other shapes around the masthead of the memorandum.

Step 4 Type in the header "Memorandum" and the subheaders "To," "From," "Subject," and "Date." Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page.

Hint: This text can be typed in a table, with the first column being used for the subheaders and the second column being used for the typed in information. The column format of the table keeps the typed in information aligned.

Step 5 Save the document as a template so that it may be used in the future.

Part 2: Using the Company Memorandum

Step 1 Write a memorandum that outlines the steps you would take to resolve the customer's complaints. Your goal is to keep Clark Computer Supply as a customer.

Step 2 Use the software's tools to check spelling and grammar. **Hint**: Some software applications have an option to check the spelling and correct misspelling as text is typed.

Additional Activity

1. Design Cleveland Connections letterhead.
2. Send a business letter to Pat Clark using the letterhead. The letter should include the following: return address, inside address, salutation, date, body, closing, signature, and reference initials.
3. Send a copy of the letter to the shipping company.

Interdisciplinary Activity

Business communications could easily be taught with the English instructor. The English students could partner with the marketing students and proofread the marketing memorandums for grammar, spelling, and punctuation. They could be assigned the mechanical aspects of the memorandum, while the marketing students could use their expertise to solve the problem.

Approximate Time

60 minutes

Sample Assessment

Part 1: Creating a Company Memorandum

Step 1 The company's name is entered and formatted appropriately. (5 points) ___

Step 2 An appropriate graphic has been inserted or drawn. (5 points) ___

Step 3 Appropriate software features have been used to create an aesthetic memorandum. (5 points) ___

Step 4 The memorandum is titled and the appropriate subheaders are present and appropriately formatted. (1 pt/subheader) ___

Step 5 The memorandum has been saved as a template. (5 points)

Part 2: Using the Company Memorandum

Step 1 The memorandum is clear, concise, and includes feedback on appropriate actions to take to resolve the customer's complaint. (20 points) ___

Step 2 The memorandum is free of grammar or spelling errors. (15 points) ___

Total Points (60 points possible) ___

Sample Assessment Answer Key

To receive all points possible, the memorandum should include the following:

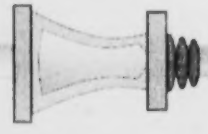
Cleveland Connections

MEMORANDUM

TO: Martha Cleveland
FROM: Student Name
SUBJECT: Complaint from Pat Clark
DATE: June 21, 1997

I called our shipping department and the keyboards and the computers were picked up by our delivery service; however the delivery service failed to deliver the keyboards with the computers. The keyboards will be delivered on Monday morning by 10:00 am, and we will not be charged for delivery of either the computers or keyboards. This is the third mistake the delivery service has made on an order. I will look into other delivery options and submit a proposal with alternate companies and costs by the end of the week.

I will call Pat Clark at 8:00 am on Monday and explain the problem to her. In addition, I have removed the shipping charge from their order. I will also give her a 10% discount on her next order. Please let me know if you feel these actions are appropriate or if I should pursue anything else.



Interpreting Marketing Information

Learner Outcome

A2: Interpret marketing information

Competency

A2c: Interpret tables, graphs, and charts in order to gain marketing information relevant to a business

Objective

The student will create and interpret tables and charts used in a marketing environment.

Activity Scenario

You work at a local bookstore and the owner has asked you to create spreadsheets that will aid in the review of weekly and monthly sales figures and make recommendations for sales, turnover, inventory, and staffing decisions.

Activity

Step 1 Open a new spreadsheet document and, after giving the table a title, enter the bookstore's January sales data:

Category	Quantity Sold	Average Price per Book
Fiction	1825	$6.95
Cooking	750	$12.95
Health	240	$18.95
Comedy	569	$8.95
Business	247	$16.95
Gardening	214	$24.95
Home Improvement	544	$19.95
Pets	387	$11.95
Children's	2478	$3.95
Travel	411	$22.95

Hint: If the column is not wide enough to accommodate the length of the numeric value, the cell will be filled with an error indicator, such as pound signs (#) or asterisks (*). If these indicators appear in the cell, widen the column.

Step 2 Once the data is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 3 Using formula or calculation features, calculate the total sales for each category.

Step 4 After the table has been formatted, use the sort feature to organize the data by category to determine the answers to the following questions:

- Based on sales, which categories produced the lowest sales?
- What are the three best selling categories based on quantity?
- What are the three best selling categories based on total sales?
- What three categories produced the highest average price per book?
- What categories produce high sales but have low turnover rates?

Hint: You may need to sort the data in ascending and descending order more than once and by more than one category to answer all the questions.

Step 5 Creating a separate data table, enter the sales data for the week of January 14th. The table will also need a title.

Monday	$ 1,877.00
Tuesday	$ 2,020.00
Wednesday	$ 2,100.00
Thursday	$ 2,436.00
Friday	$ 2,844.00
Saturday	$ 2,964.00
Sunday	$ 2,150.00

Step 6 Using the chart feature, create a chart that best shows daily sales for the week. Use this chart to answer the following questions:

- Which three days had the highest sales?
- Which day had the lowest sales?

Step 7 Expand the weekly sales table by inserting a new column to include sales data for the week of January 7th.

Monday	$ 1,960.00
Tuesday	$ 2,241.00
Wednesday	$ 2,044.00
Thursday	$ 2,690.00
Friday	$ 3,200.00
Saturday	$ 2,844.00
Sunday	$ 1,754.00

Step 8 Using the chart feature, create a chart that best compares the two weekly figures. Use this chart to answer the following questions:

- Which day has the most inconsistent sales?
- Which week produced the most sales?
- If you wanted to boost sales on a slow day by offering a 10% discount, what day would you select?
- If you were preparing next month's schedule, which day(s) would you consider for additional cashiers?
- How could a business use this chart?

Additional Spreadsheet Activity

Using the data in the January 7 and January 14 Book Sales table, create a line, column, and area chart. Compare the three charts with the table. Discuss why businesses present information in a variety of formats, having the students answer the following questions:

- Who is a possible audience for the table and each type of chart?
- Which format is easiest to interpret?
- Which format presents the most useful information?
- Which format presents information in a simple style?
- Which format provides the most detail?
- Which format provides the least amount of information?

Approximate Time

115 minutes

Sample Assessment

Step 1	Data are entered correctly. (4 points)	___
Step 2	Appropriate spreadsheet features were used to format the data. (4 points)	___
Step 3	Each category's total sales is correct. (4 pts/total)	___
Step 4	Spreadsheet features were used to answer the questions correctly. (6 pts/question)	___
Step 5	Data are entered correctly. (4 points)	___
Step 6	A chart correctly shows the percentage of sales. (6 points) Questions are answered correctly. (4 pts/question)	___
Step 7	The data have been added to the table used in step 4 and entered correctly. (4 points)	___
Step 8	A chart correctly compares the weekly figures. (6 points) Questions are answered correctly. (4 pts/question)	___

Total Points (126 points possible) ___

Sample Assessment Answer Key

To receive all points possible the spreadsheet tables and charts should include the following:

Step 1-3

January Book Sales			
Category	Quantity Sold	Average Price per Book	Total Sales
Fiction	1825	$ 6.95	$ 12,683.75
Cooking	750	$ 12.95	$ 9,712.50
Health	240	$ 18.95	$ 4,548.00
Comedy	569	$ 8.95	$ 5,092.55
Business	247	$ 16.95	$ 4,186.65
Gardening	214	$ 24.95	$ 5,339.30
Home Improvement	544	$ 19.95	$ 10,852.80
Pets	387	$ 11.95	$ 4,624.65
Children's	2478	$ 3.95	$ 9,788.70
Travel	411	$ 22.95	$ 9,432.45

Step 4

January Book Sales			
Category	Quantity Sold	Average Price per Book	Total Sales
Fiction	1825	$ 6.95	$ 12,683.75
Home Improvement	544	$ 19.95	$ 10,852.80
Children's	2478	$ 3.95	$ 9,788.70
Cooking	750	$ 12.95	$ 9,712.50
Travel	411	$ 22.95	$ 9,432.45
Gardening	214	$ 24.95	$ 5,339.30
Comedy	569	$ 8.95	$ 5,092.55
Pets	387	$ 11.95	$ 4,624.65
Health	240	$ 18.95	$ 4,548.00
Business	247	$ 16.95	$ 4,186.65

- Based on sales, which categories produced the lowest sales? Pets, health, and business.
- What are the three best selling categories based on total sales? Fiction, home improvement and children's.

January Book Sales			
Category	Quantity Sold	Average Price per Book	Total Sales
Children's	2478	$ 3.95	$ 9,788.70
Fiction	1825	$ 6.95	$ 12,683.75
Cooking	750	$ 12.95	$ 9,712.50
Comedy	569	$ 8.95	$ 5,092.55
Home Improvement	544	$ 19.95	$ 10,852.80
Travel	411	$ 22.95	$ 9,432.45
Pets	387	$ 11.95	$ 4,624.65
Business	247	$ 16.95	$ 4,186.65
Health	240	$ 18.95	$ 4,548.00
Gardening	214	$ 24.95	$ 5,339.30

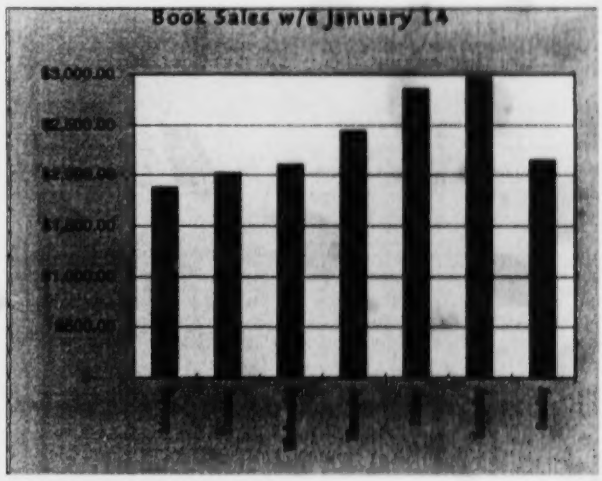
- What are the three best selling categories based on quantity? Children's, fiction, and cooking.

	January Book Sales		
Category	Quantity Sold	Average Price per Book	Total Sales
Gardening	214	$ 24.95	$ 5,339.30
Travel	411	$ 22.95	$ 9,432.45
Home Improvement	544	$ 19.95	$ 10,852.80
Health	240	$ 18.95	$ 4,548.00
Business	247	$ 16.95	$ 4,186.65
Cooking	750	$ 12.95	$ 9,712.50
Pets	387	$ 11.95	$ 4,624.65
Comedy	569	$ 8.95	$ 5,092.55
Fiction	1825	$ 6.95	$ 12,683.75
Children's	2478	$ 3.95	$ 9,788.70

- What three categories produced the highest average price per book? Gardening, travel, and home improvement.
- What categories produce high sales but have low turnover rates? Cooking, home improvement, and travel. (Answers may vary.)

Step 5-6

	A	B
1	Monday	$1,877.00
2	Tuesday	$2,020.00
3	Wednesday	$2,100.00
4	Thursday	$2,436.00
5	Friday	$2,844.00
6	Saturday	$2,964.00
7	Sunday	$2,150.00

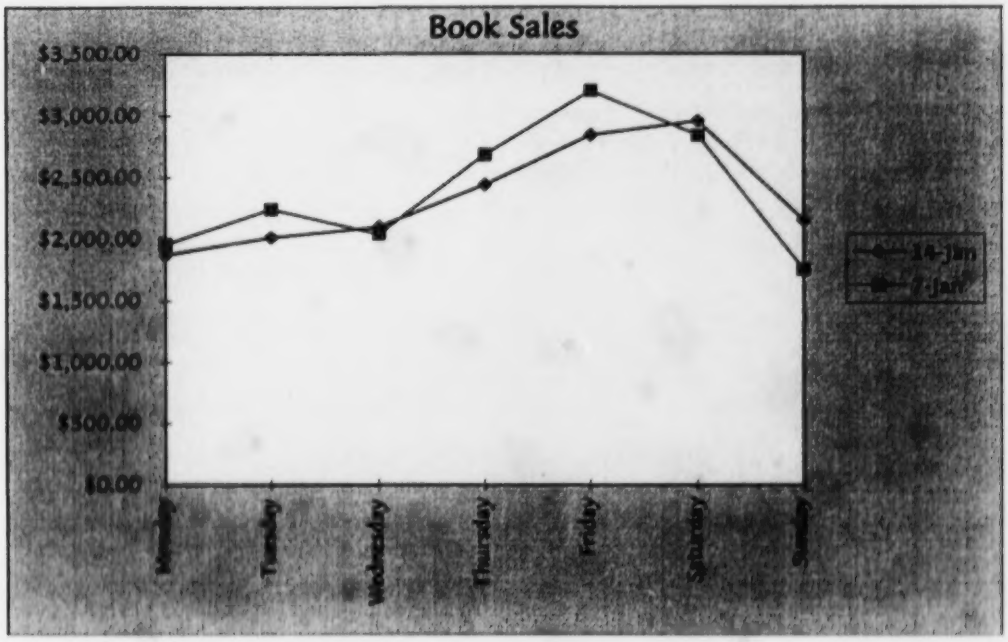


- Which three days had the highest sales? Thursday, Friday, and Saturday.
- Which day had the lowest sales? Monday.

Step 7

	A	B	C
1		14-Jan	7-Jan
2	Monday	$ 1,877.00	$ 1,960.00
3	Tuesday	$ 2,020.00	$ 2,241.00
4	Wednesday	$ 2,100.00	$ 2,044.00
5	Thursday	$ 2,436.00	$ 2,690.00
6	Friday	$ 2,844.00	$ 3,200.00
7	Saturday	$ 2,964.00	$ 2,844.00
8	Sunday	$ 2,150.00	$ 1,754.00

Step 8



- Which day has the most inconsistent sales? Sunday.
- Which week produced the most sales? January 7.
- If you wanted to boost sales on a slow day by offering a 10% discount, what day would you select? Monday, Tuesday, Wednesday, or Sunday.
- If you were preparing next month's schedule, which day(s) would you consider for additional cashiers? Thursday, Friday, or Saturday.
- How could a business use this chart? Analyze sales trends, staffing, and promotional targets. (Answers may vary.)

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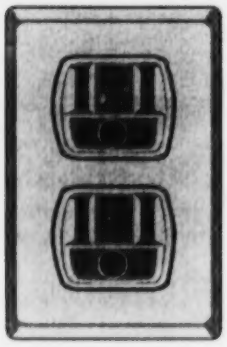
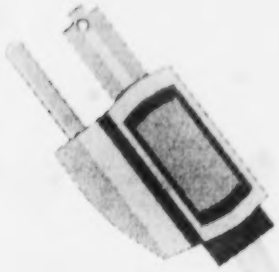


Economic Concepts

B1. Identify business risks in the marketplace

a. Explain the meaning of business risks
b. Identify types of risks that businesses encounter
c. Explain how businesses deal with the various types of risks



B2. Identify Gross Domestic Product

a. Define Gross Domestic Product (GDP)
b. Identify components of GDP calculations
c. Explain why the U.S. GDP has continued to grow

B3. Understand economics and economic activities

a. Define economics as a process
b. Identify economic activities
c. Explain the importance of understanding economics
d. Identify the major types of economic resources
e. Identify examples of economic resources according to major type
f. Compare and contrast the characteristics and values of three major economic systems
g. Explain the four types of economic utility (form, time, place, and possession)
h. Describe the business cycles

B4. Understand government regulations in marketing enterprises

a. Identify reasons for government regulations of business activities
b. Describe how government regulates business activities

B5. Understand profits

a. Define profit
b. Identify elements that need to be accounted for before a profit can be made
c. Explain why profit is an essential part of the private free enterprise system
d. Identify that the market price of a product is based on what a consumer is willing to give and what a seller is willing to take

B6. Understand the private enterprise system

a. Explain the meaning of private free enterprise
b. Describe the different types of business ownership

c. Identify the effects of competition on buyers and sellers
d. Explain why competition is important to the successful functioning of a private free enterprise system
* e. Identify the advantages and disadvantages of the legal forms of business ownership
* f. Identify environmental concerns and issues that relate to the operation of a business
* g. Describe the types and levels of union organization and their effect on labor and management

B7. Understand the relationship between supply and demand

a. Recognize that economic goods are the products and services offered to meet consumer needs and wants
b. Define supply and demand
* c. Distinguish between buyer's and seller's markets
* d. Describe the influences and interactions of supply and demand

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing education class.

Identifying Business Risks in the Marketplace

Learner Outcome

B1: Identify business risks in the marketplace

Competencies

B1a: Explain the meaning of business risks
B1b: Identify types of risks that businesses encounter

Objective

The student will explain the meaning of business risks and identify types of risks by creating a presentation slide show using text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation and your name, class, and hour.

Step 3 Describe business risks on slide 2.

Step 4 For slide 3, give the slide a title and list the three kinds of business risks.

Step 5 Describe economic risks on slide 4.

Step 6 Describe natural risks on slide 5.

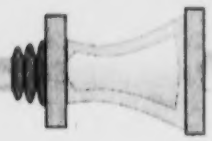
Step 7 Describe human risks on slide 6.

Step 8 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However the features used should be appropriate to the slide's content.

Step 9 Check spelling carefully by using the spell check feature.

Additional Word Processing Activity

Using a word processor:
1. Describe business risks.
2. Create a three column table comparing and contrasting the three types of business risks.



References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 501 - 504.

Approximate Time

1-3 hours

Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour completed. (2 points)	___
Slide 2	Description of business risk. (3 points)	___
Slide 3	The three kinds of business risks are correctly defined. (3 points)	___
Slide 4	Economic risks are defined correctly. (3 points)	___
Slide 5	Natural risks are defined correctly. (3 points)	___
Slide 6	Human risks are defined correctly. (3 points)	___

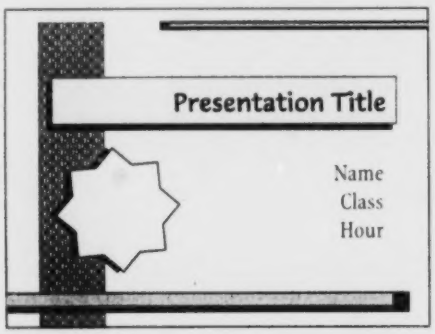
Presentation Requirements

Grammar and spelling are correct. (5 points)	___
Presentation features are used correctly and creatively. (13 points)	___

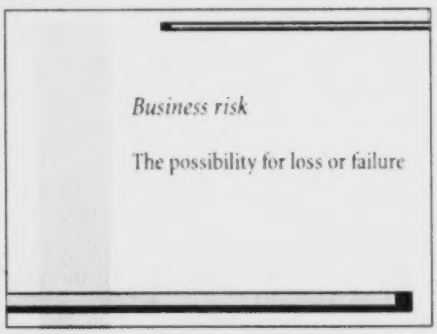
Total Points (35 points possible) ___

Sample Assessment Answer Key

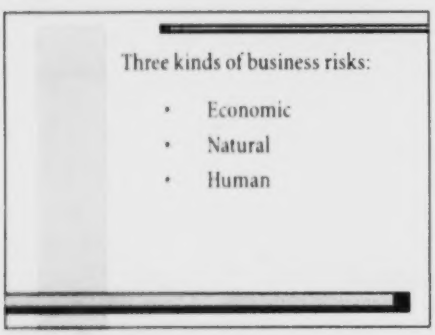
To receive all points possible each slide should include the following:



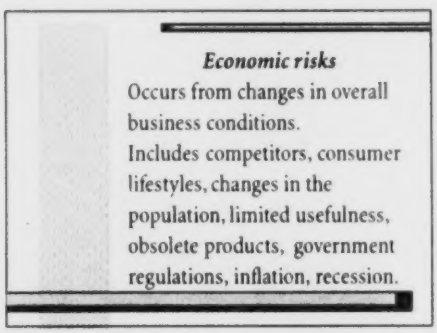
Slide 1



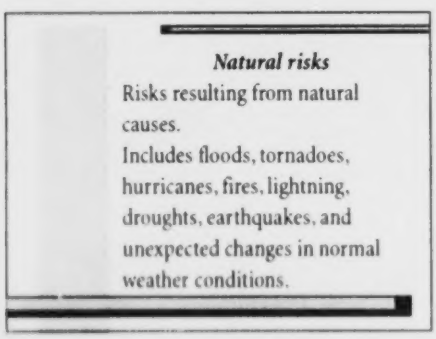
Slide 2



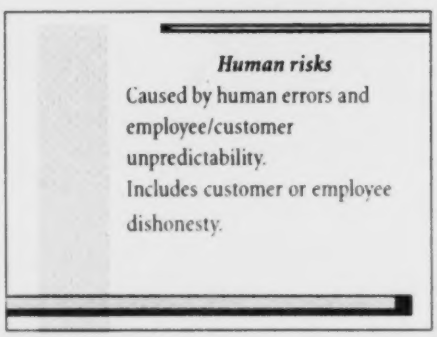
Slide 3


Economic risks
Occurs from changes in overall business conditions.
Includes competitors, consumer lifestyles, changes in the population, limited usefulness, obsolete products, government regulations, inflation, recession.

Slide 4


Natural risks
Risks resulting from natural causes.
Includes floods, tornadoes, hurricanes, fires, lightning, droughts, earthquakes, and unexpected changes in normal weather conditions.

Slide 5


Human risks
Caused by human errors and employee/customer unpredictability.
Includes customer or employee dishonesty.

Slide 6

Dealing With Risks

Learner Outcome

B1: Identify business risks in the marketplace

Competency

B1c: Explain how businesses deal with the various types of risks

Objective

The student will explain how to deal with risks by creating a presentation slide show using text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 Type in a title for the presentation, your name, class, and hour on the first slide.

Step 3 List the four basic ways businesses handle risks on slide 2

Step 4 On slide 3, list the four methods of preventing and controlling risks.

Step 5 Summarize each method of preventing and controlling risks on a different slide. (Slides 4-7)

Step 6 On slide 8, list the three methods businesses use for risk transfer.

Step 7 On slides 9 through 11, summarize one of the three methods that businesses use for risk transfer. Choose an appropriate layout for each slide.

Step 8 Describe risk retention on slide 12.

Step 9 Use slide 13 to describe risk avoidance.

Step 10 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However the features used should be appropriate for the slide's content.

Step 11 Check spelling carefully by using the spell check feature.

Additional Word Processing Activity

Using a word processor:

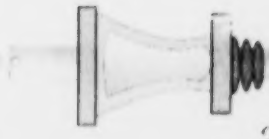
1. Describe the four methods of preventing and controlling risks.
2. Describe the three methods of risk transference.
3. Describe risk retention and why businesses might retain such risks.
4. Describe risk avoidance and give two examples of how a business might avoid some risks.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 504 - 509.

Approximate Time

2 - 4 hours



Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour completed. (2 points)	___
Slide 2	The four basic ways that businesses handle risks are listed and are correct. (3 points)	___
Slide 3	The four methods of preventing and controlling risks are listed and are correct. (3 points)	___
Slides 4 - 7	Each slide correctly summarizes a method of preventing and controlling risks. (3 pts/slide)	___
Slide 8	The three methods that businesses use for risk transfer are correctly listed. (3 points)	___
Slides 9 - 11	Each slide correctly summarizes a method businesses use for risk transfer. (3 pts/slide)	___
Slide 12	The description of risk retention is correct. (3 points)	___
Slide 13	The description of risk avoidance is correct. (3 points)	___

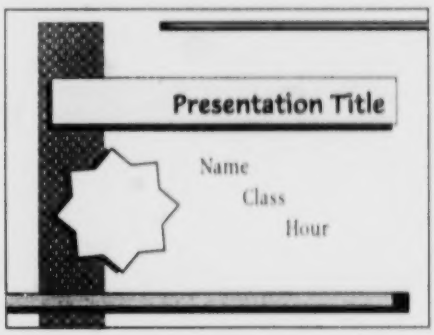
Presentation Requirements

Grammar and spelling are correct. (5 points)	___
Presentation features are used correctly and creatively. (7 points)	___

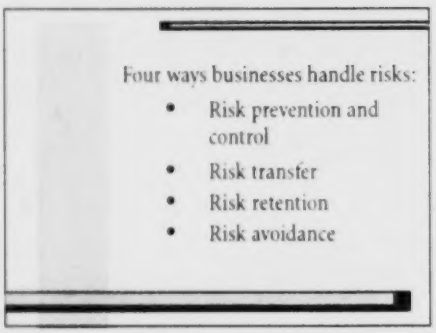
Total Points (50 points possible) ___

Sample Assessment Answer Key

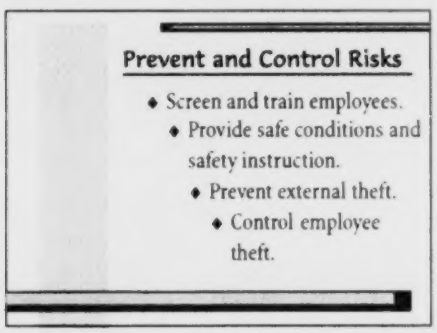
To receive all points possible, each slide should include the following:



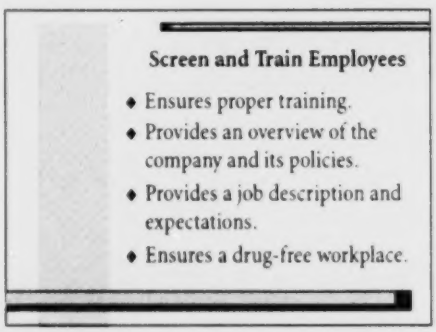
Slide 1



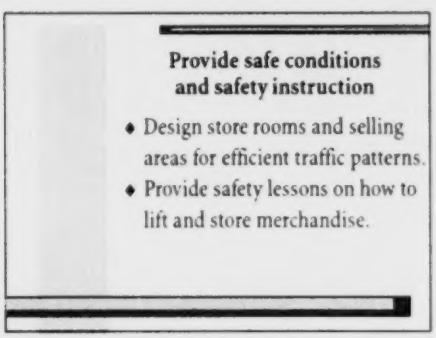
Slide 2


Prevent and Control Risks
♦ Screen and train employees.
♦ Provide safe conditions and safety instruction.
♦ Prevent external theft.
♦ Control employee theft.

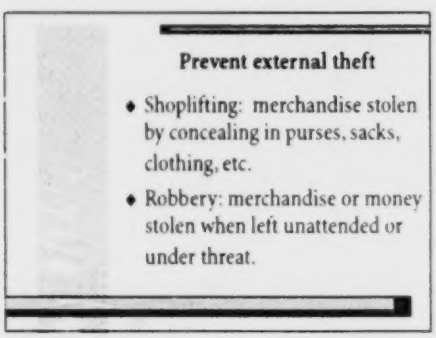
Slide 3


Screen and Train Employees
♦ Ensures proper training.
♦ Provides an overview of the company and its policies.
♦ Provides a job description and expectations.
♦ Ensures a drug-free workplace.

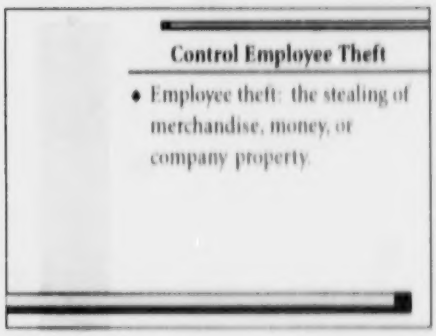
Slide 4


Provide safe conditions and safety instruction
♦ Design store rooms and selling areas for efficient traffic patterns.
♦ Provide safety lessons on how to lift and store merchandise.

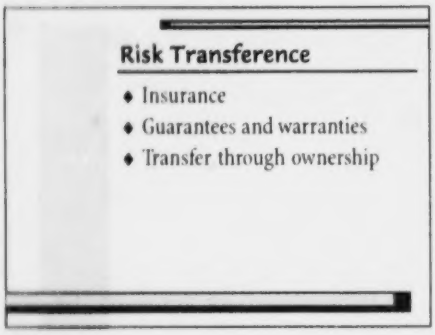
Slide 5


Prevent external theft
♦ Shoplifting: merchandise stolen by concealing in purses, sacks, clothing, etc.
♦ Robbery: merchandise or money stolen when left unattended or under threat.

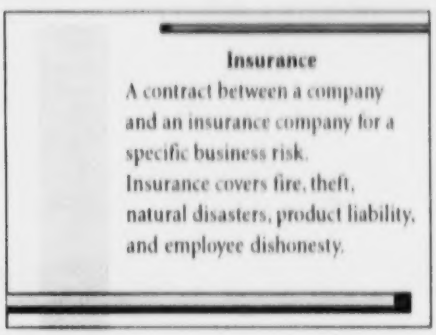
Slide 6



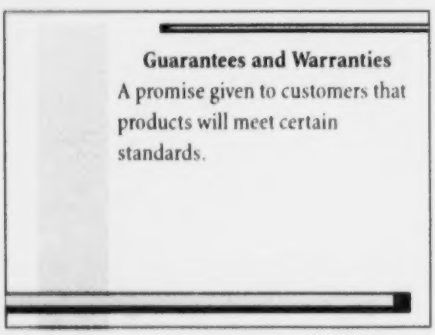
Slide 7



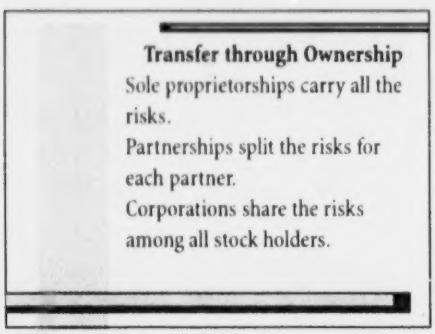
Slide 8


Insurance
A contract between a company and an insurance company for a specific business risk.
Insurance covers fire, theft, natural disasters, product liability, and employee dishonesty.

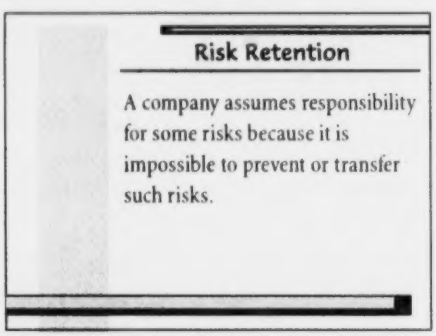
Slide 9



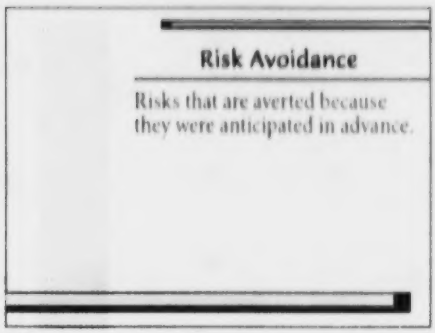
Slide 10


Transfer through Ownership
Sole proprietorships carry all the risks.
Partnerships split the risks for each partner.
Corporations share the risks among all stock holders.

Slide 11


Risk Retention
A company assumes responsibility for some risks because it is impossible to prevent or transfer such risks.

Slide 12


Risk Avoidance
Risks that are averted because they were anticipated in advance.

Slide 13

Understanding Economic Activities

Learner Outcomes

B2: Identify gross domestic product
B3: Understand economics and economic activities

Competencies

B2a: Define gross domestic product (GDP)
B2b: Identify components of GDP calculations
B3a: Define economics as a process
B3d: Identify the major types of economic resources

Objective

The student will describe gross domestic product, identify components of GDP calculations, define economics, and identify the major types of economic resources by creating a presentation slide show using text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation, your name, class, and hour.

Step 3 Slide 2 should describe economics.

Step 4 List the three main economic resources on slide 3. Use a layout with bullets.

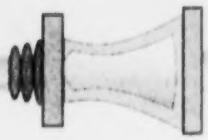
Step 5 For slides 4 - 6, describe each of the economic resources on a separate slide and give examples of each.

Step 6 Slide 7 should describe productivity.

Step 7 Describe Gross Domestic Product on slide 8.

Step 8 Type the calculation for Gross Domestic Product on slide 9.

Step 9 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate for the slide's content.



Step 10 Check spelling carefully by using the spell check feature.

Step 11 Use transitions and build effects to enhance your presentation.

Additional Word Processing Activity

Using a word processor:

1. Describe economics.
2. Describe the three main economic resources.
3. Describe productivity.
4. Describe Gross Domestic Product.
5. Write the calculation for GDP.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 45 - 55.

Approximate Time

2 - 4 hours

Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour are complete. (2 points)	___
Slide 2	The description of economics is correct. (3 points)	___
Slide 3	The three main economic resources are listed correctly with bullets. (3 points)	___
Slides 4 - 6	Each of the economic resources is described on a separate slide with examples. (3 pts/slide)	___
Slide 7	Productivity is described correctly. (3 points)	___
Slide 8	Gross Domestic Product is described correctly. (3 points)	___
Slide 9	The calculation for determining Gross Domestic Product is correct. (3 points)	___

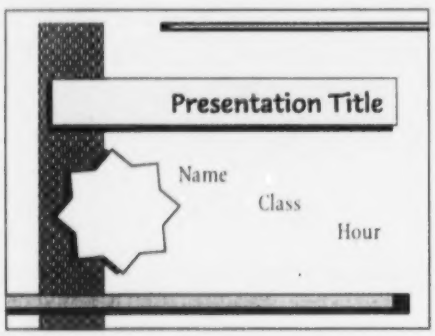
Presentation Requirements

Spelling and grammar are correct. (7 points)	___
Presentation features are used correctly and creatively. (12 points)	___

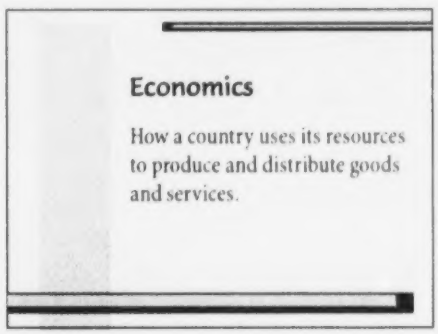
Total Points (45 points possible) ___

Sample Assessment Answer Key

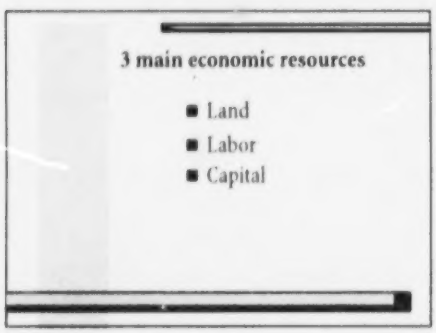
To receive all points possible each slide should include the following:



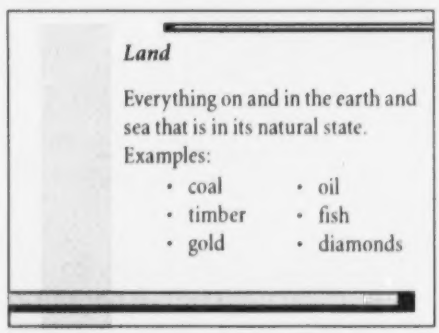
Slide 1



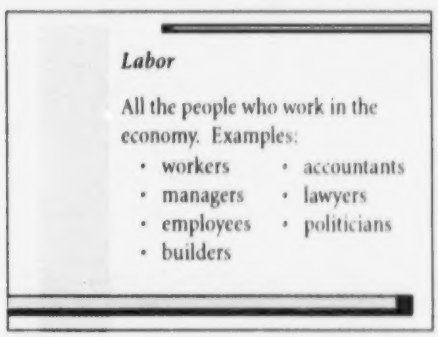
Slide 2



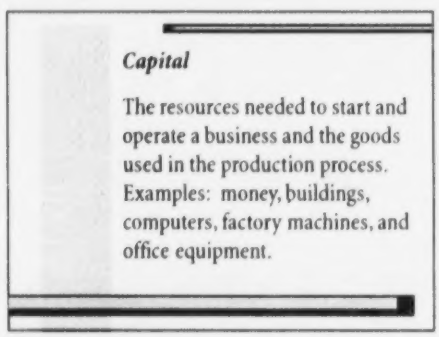
Slide 3



Slide 4



Slide 5


Capital
The resources needed to start and operate a business and the goods used in the production process. Examples: money, buildings, computers, factory machines, and office equipment.

Slide 6

Productivity

The output per worker hour. Usually measured over a period of time, such as a week, month, or year.

Slide 7

Gross Domestic Product

The measure of the goods and services produced using labor and property located in this country.

Slide 8

GDP Formula

Productivity = output per year in tons per workers ***x*** hours ***x*** weeks

Slide 9

Understanding Economics and Economic Activities

Learner Outcome

B3: Understand economics and economic activities

Competency

B3g: Explain the four types of economic utility (form, time, place, and possession)

Objective

The student will describe the five economic utilities and how each relates to a product of the student's choosing by creating a presentation slide show using text, graphics, timings, and transitions.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 Create a title slide by typing in a title for the presentation, your name, class, and hour.

Step 3 Using a layout with bullets, list the five types of utilities on slide 2. Use the transition features so that the types of utilities appear one at a time on the slide.

Step 4 Describe the five types of utilities on separate slides (Slides 3-7).

Step 5 Use slide 8 to describe a product that is familiar to the class. If possible, incorporate a picture of the product on the slide using graphic features.

Step 6 On slides 9-13, describe how each utility specifically relates to the product.

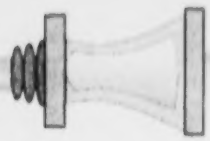
Step 7 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However the features used should be appropriate for the slide's content.

Step 8 Check spelling carefully by using the spell check feature.

Additional Word Processing Activity

Using a word processor:

1. Describe the five types of utilities.
2. Choose a product that exists in the marketplace and describe each of the utilities for that product.



References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 7 - 9.

Approximate Time

1 - 3 hours.

Sample Assessment

Slide Requirements

Slide 1	Title of presentation, name, class, and hour are complete. (2 points)	___
Slide 2	Utility is described, and the five types of utilities are listed. (3 points)	___
Slide 3	Form utility is described correctly. (3 points)	___
Slide 4	Place utility is described correctly. (3 points)	___
Slide 5	Time utility is described correctly. (3 points)	___
Slide 6	Possession utility is described correctly. (3 points)	___
Slide 7	Information utility is described correctly. (3 points)	___
Slide 8	The chosen product is adequately described. (3 points)	___
Slide 9	Form utility is described correctly for the chosen product. (3 points)	___
Slide 10	Place utility is described correctly for the chosen product. (3 points)	___
Slide 11	Time utility is described correctly for the chosen product. (3 points)	___
Slide 12	Possession utility is described correctly for the chosen product. (3 points)	___
Slide 13	Information utility is described correctly for the chosen product. (3 points)	___

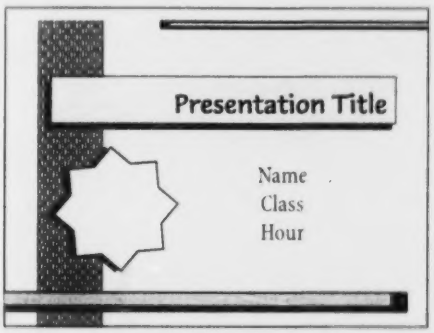
Presentation Requirements

Grammar and spelling are correct. (5 points)	___
Presentation features (layout and graphics) are used correctly and creatively. (7 points)	___

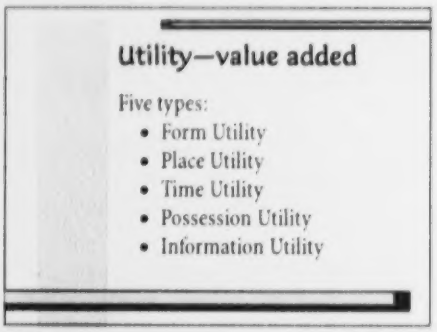
Total Points (50 points possible) ___

Sample Assessment Answer Key

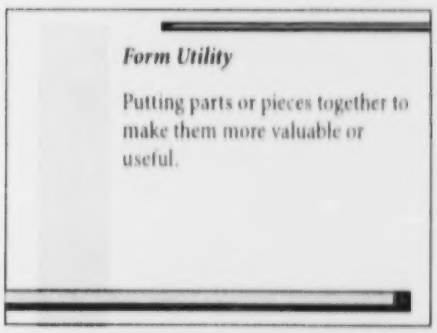
To receive all points possible, each slide should include the following:



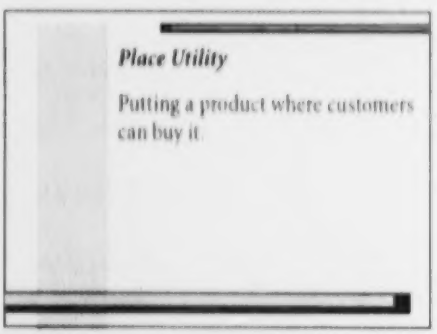
Slide 1



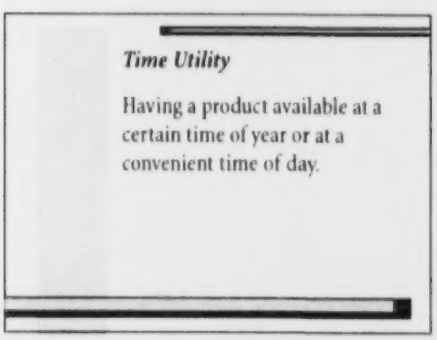
Slide 2



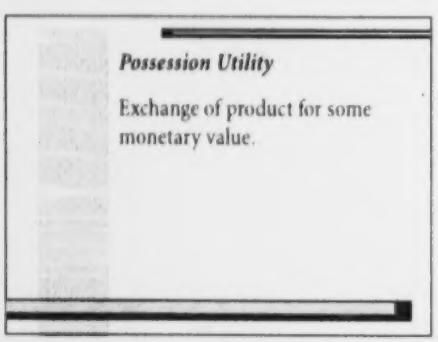
Slide 3



Slide 4



Slide 5



Slide 6

Information Utility

Communication with the customer through packaging, labels, brochures, or other sales aids.

Slide 7

Spicy Hot Salsa

(Product example of the five types of utility.)

Slide 8

Form Utility for Spicy Hot Salsa

Tomatoes, green bell peppers, yellow bell peppers, red bell peppers, vinegar, salt, natural flavors, and citric acid.

Slide 9

Place Utility for Spicy Hot Salsa

The grocery shelf with other salsas and Mexican foods. It may also be by or near the tortilla chips.

Slide 10

Time Utility for Hot Spicy Salsa

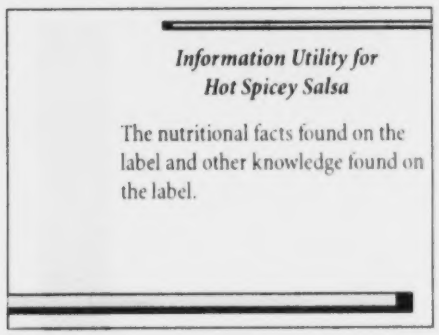
All year around whenever the stores are open.

Slide 11

Possession Utility for Hot Spicy Salsa

The store selling it. Most exchanges would commonly occur with cash, checks, credit cards, or food stamps.

Slide 12


Information Utility for
Hot Spicey Salsa
The nutritional facts found on the label and other knowledge found on the label.

Slide 13

Understanding Government Regulations in Marketing

Learner Outcome

B4: Understand government regulations in marketing enterprises

Competencies

B4a: Identify reasons for government regulations of business activities
B4b: Describe how government regulates business activities

Objective

The student will identify reasons for regulation of business activities and describe how the government regulates such activities by creating a presentation slide show using text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation, your name, class, and hour.

Step 3 Slide 2 should describe the main purpose(s) for governmental regulation of businesses.

Step 4 On slide 3, list the acronyms of the governmental agencies, such as the FDA, EEOC, OSHA, CPSC, EPA, SEC, and FTC, that regulate businesses.

Step 5 On separate slides, explain each acronym listed and the main purpose of the government agency and how it regulates business. (The number of slides will vary depending on how many agencies the student chooses.)

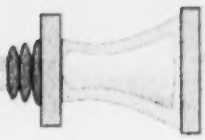
Step 6 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate for the slide's content.

Step 7 Check spelling carefully by using the spell check feature.

Additional Word Processing Activity

Using a word processor:

1. Describe the reason why government regulates businesses.
2. Select one agency and emphasize how that agency regulates business.
3. Show how one product is regulated by more than one agency.



References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 36 - 38, 64 - 65, 387 - 389, and 477 - 478.

Approximate Time

2 - 4 hours

Sample Assessment

Slide Requirements

Slide 1.	Presentation title, name, class, and hour are complete. (2 points)	___
Slide 2.	The main purpose(s) for governmental regulation of businesses is correctly listed. (3 points)	___
Slide 3	The list of acronyms is of governmental agencies that regulate businesses. (1 pt/agency)	___
Slides 4-10	The acronyms listed on slide 3 are explained and each agency is given a brief description of its purpose. (2 pts/agency)	___

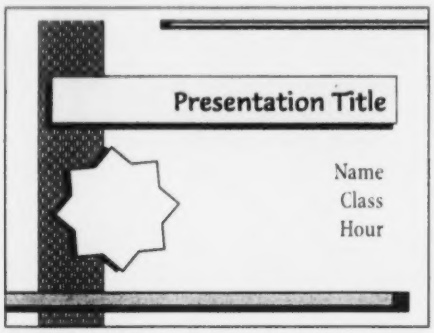
Presentation Requirements

Presentation features (layout and graphics) are used correctly and creatively. (2 points) ___

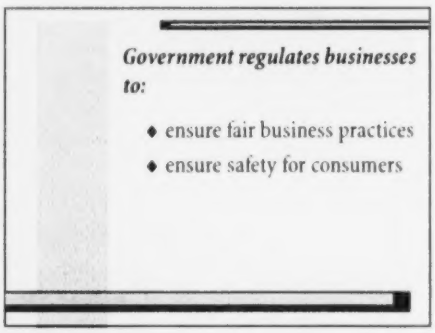
Total Points (variable points possible) ___

Sample Assessment Answer Key

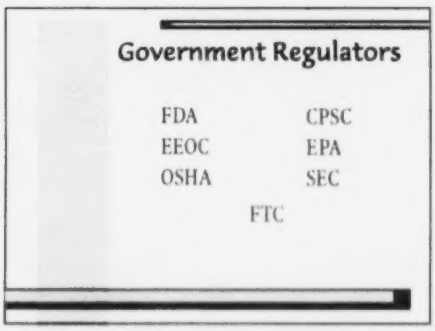
To receive all points possible each slide should include the following:



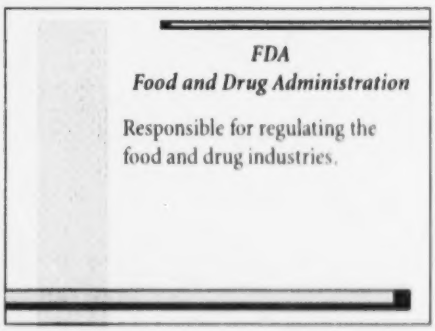
Slide 1



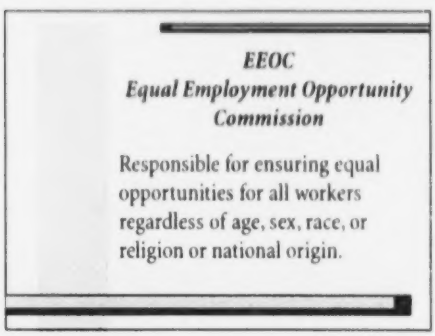
Slide 2



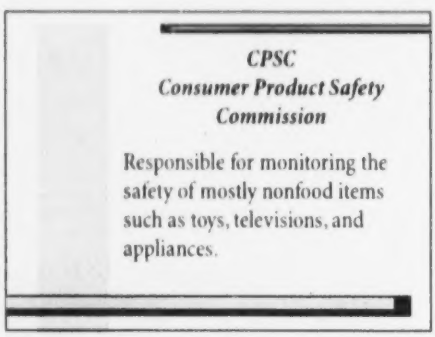
Slide 3



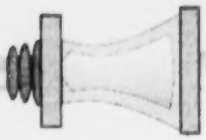
Slide 4


EEOC
Equal Employment Opportunity Commission
Responsible for ensuring equal opportunities for all workers regardless of age, sex, race, or religion or national origin.

Slide 5


CPSC
Consumer Product Safety Commission
Responsible for monitoring the safety of mostly nonfood items such as toys, televisions, and appliances.

Slide 6



OSHA
Occupational Safety and Health Administration

Establishes and enforces protective standards designed to save lives, prevent injuries, and protect the health of America's workers.

Slide 7

FTC
Federal Trade Commission

Responsible for protecting consumers from poor quality products, deceptive business practices, and false advertising. Answers consumer complaints.

Slide 8

SEC
Securities and Exchange Commission

Responsible for regulating the sale of stocks and bonds, and licensing brokerage firms and financial advisors.

Slide 9

EPA
Environmental Protection Agency

Responsible for protecting the environment against pollution.

Slide 10

Understanding Profits

Learner Outcome

B5 Understand profits

Competencies

B5a: Define profit
B5b: Identify elements that need to be accounted for before a profit can be made
B5c: Explain why profit is an essential part of the private free enterprise system

Objective

The student will define profit and the elements that make up profit, describe why profit is necessary in a free enterprise system, prepare pie charts showing the elements of profit, and identifying the market price of a product.

Activity

Step 1 On the first slide, type in a title for the presentation, your name, class, and hour.

Step 2 Choose an appropriate layout for slide 2, then define profit.

Step 3 Choose an appropriate layout for slide 3, then describe the three main elements that determine profit.

Step 4 Choose an appropriate layout for slide 4, then explain why profit is essential to the free enterprise system.

Step 5 Choose an appropriate layout for slide 5, then using your software's graphing feature, prepare a pie chart with the following information. Sales are $130,000, expenses are $80,000, and taxes are $11,000. Calculate the profit amount and include it on your pie chart. Title the pie chart. Use the data label commands to show label and percents, and use the legend key next to label feature.

Step 6 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate for the slide's content.

Step 7 Check spelling carefully by using the spell check feature.

Additional Presentation Software Activity

Using annual reports for three different corporations, prepare three different pie charts showing totals for income, expenses, taxes, and profit.

Additional Word Processing Activity

Using a word processor, prepare a properly formatted written report for the following items:

1. Define profit and the elements that make up profit.
2. Describe why profit is necessary in a free enterprise system.
3. Describe the market price of a product.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 31 - 41.

Approximate Time

2 - 4 hours.

Sample Assessment

Slide Requirements

Slide 1	A title of the presentation and the student's name, class, and hour are complete. (1 point)	___
Slide 2	Profit is defined correctly. (3 points)	___
Slide 3	The three main elements that determine profit are described correctly. (3 pts/element)	___
Slide 4	The explanation of why profit is essential to the free enterprise system is correct. (5 points)	___
Slide 5	Pie Chart. (12 points)	___
	The pie chart correctly depicts sales, expenses, and taxes. (3 points) The profit amount is correctly calculated and included in the pie chart. (6 points) The pie chart is correctly titled and labeled with an appropriate legend. (3 points)	

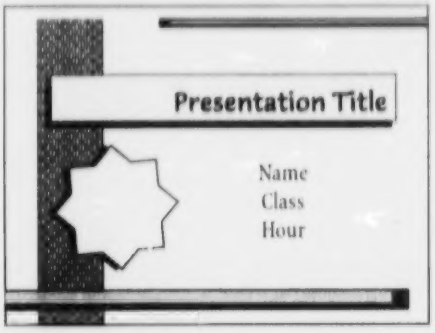
Presentation Requirements

Grammar and spelling are correct. (5 points)	___
Presentation features are used correctly and creatively. (5 points)	___

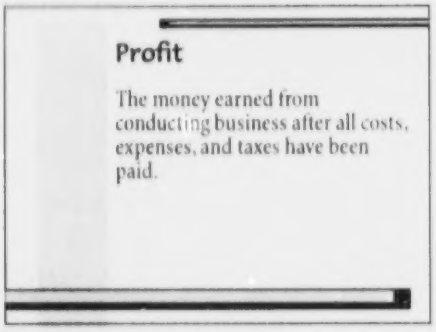
Total Points (40 points possible) ___

Sample Assessment Answer Key

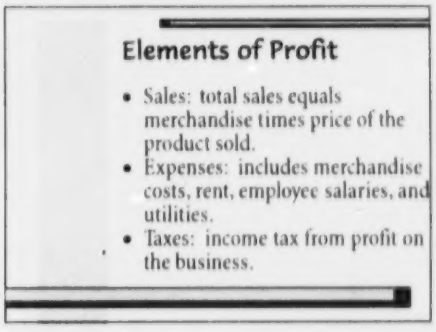
To receive all points possible each slide should include the following:



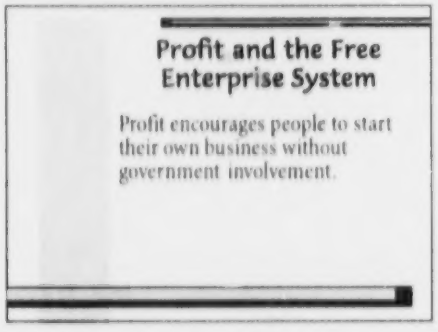
Slide 1



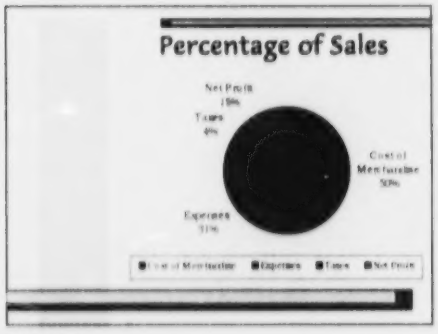
Slide 2


Elements of Profit
• Sales: total sales equals merchandise times price of the product sold.
• Expenses: includes merchandise costs, rent, employee salaries, and utilities.
• Taxes: income tax from profit on the business.

Slide 3


Profit and the Free Enterprise System
Profit encourages people to start their own business without government involvement.

Slide 4



Slide 5

Describing Business Ownership Types

Learner Outcome

B6 Understand the private enterprise system

Competencies

B6a: Explain the meaning of private free enterprise
B6b: Describe the different types of business ownership

Objective

The student will explain the meaning of free enterprise and describe the different types of business ownership types.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation, your name, class, and hour.

Step 3 List the three major types of business organizations on the second slide.

Step 4 Slide 3 should explain the first type of business organization.

Step 5 For slide 4, use the phone book to find the names of two businesses that are the type of business listed on slide 3.

Step 6 Explain the second type of business organization on slide 5.

Step 7 Slide 6 should contain the names of two businesses that are the type of business listed on slide 5. The names of these businesses may also be obtained from the phone book.

Step 8 Slide 7 should explain the third type of business organization.

Step 9 Using the phone book again, list the names of two businesses that are the third type of business organization.

Step 10 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate for the slide's content.

Step 11 Check spelling carefully by using the spell check feature.

Additional Presentation Software Activity

1. List the three types of business ownership on one slide.
2. Demonstrate the advantages and disadvantages of the three types.

Additional Word Processing Activity

Prepare a written report describing each type, the advantages, and disadvantages of each type.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 493 - 497.

Approximate Time

1 - 3 hours

Sample Assessment

Slide Requirements

Slide 1	The title of the presentation and the student's name, hour and class are complete. (2 points)	___
Slide 2	The three major types of business organizations are correctly listed. (3 points)	___
Slide 3	One of the three types of business organizations is correctly explained. (3 points)	___
Slide 4	The names listed are examples of the type of business organization listed on slide 3. (2 points)	___
Slide 5	One of the two remaining business organization types is correctly explained. (3 points)	___
Slide 6	The names listed are examples of the type business organization listed on slide 5. (2 points)	___
Slide 7	The last of the three business organization types is correctly explained. (3 points)	___
Slide 8	The names listed are examples of the type business organization listed on slide 7. (2 points)	___

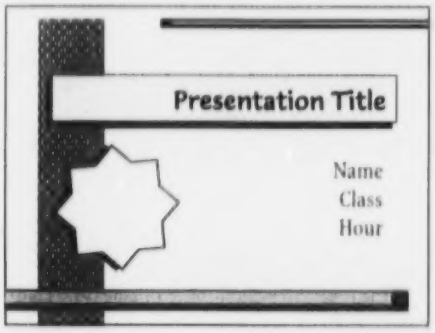
Presentation Requirements

Grammar and spelling are used correctly. (5 points)	___
Presentation features are used correctly and creatively. (15 points)	___

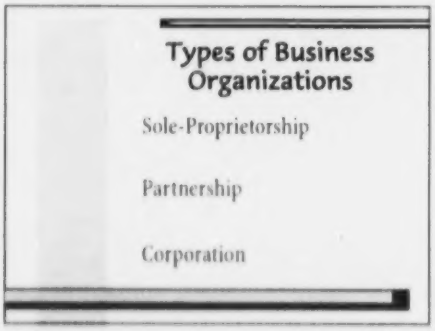
Total Points (40 points possible) ___

Sample Assessment Answer Key

To receive all points possible each slide should include the following:



Slide 1



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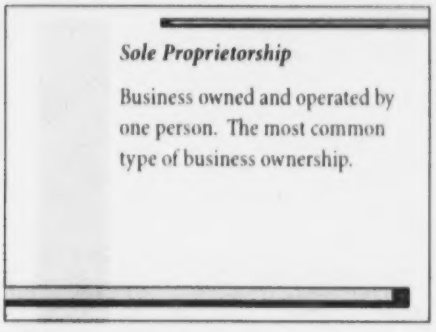

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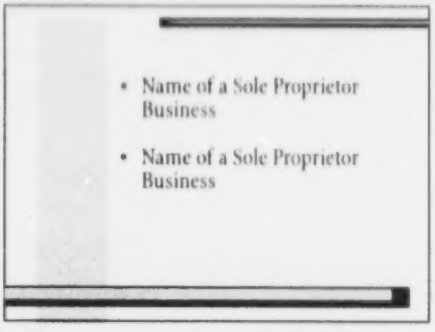

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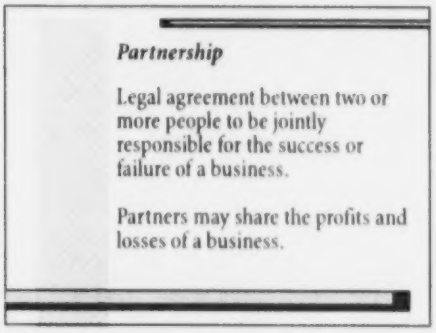
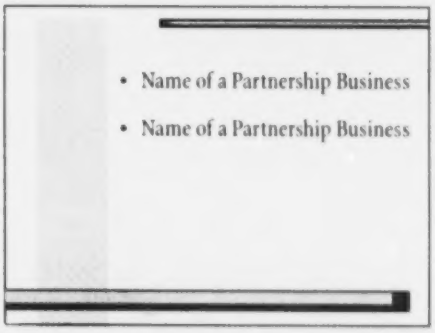

Partnership
Legal agreement between two or more people to be jointly responsible for the success or failure of a business.
Partners may share the profits and losses of a business.

Slide 5



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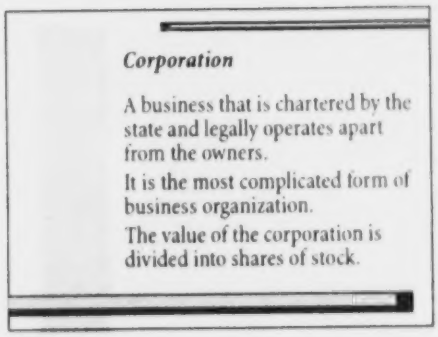
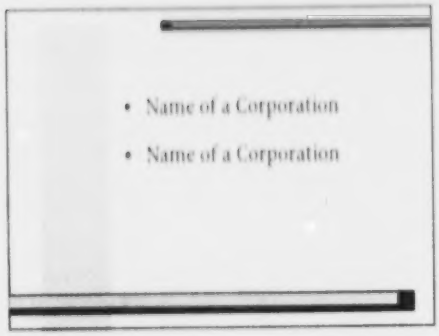

Corporation
A business that is chartered by the state and legally operates apart from the owners.
It is the most complicated form of business organization.
The value of the corporation is divided into shares of stock.

Slide 7



Slide 8

Explaining the Meaning of Private Free Enterprise

Learner Outcome

B6: Understand the private enterprise system

Competency

B6a: Explain the meaning of private free enterprise

Objective

Students will explain the basic principles of a free enterprise system.

Activity

The following activity involves writing a letter in the form of an email. It is not an actual email to an actual high school.

Your school has gone online with Chiang High School in Kaung-chou, a city in the Kwangtung Province of southern China. This month the marketing students have been assigned to email students who attend Chiang High School and explain the American economic system. In return the students will receive an email from the students of Chiang explaining China's economy.

Part 1: Create an email form

Step 1 Design the email form by typing in the following headings: to, from, subject, cc. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page.

Step 2 Insert appropriate clip art or use drawing or graphic features to create an appropriate image for an email form.

Step 3 Use the graphic, drawing, or border/fill/shading features to insert any desired lines, borders, or other shapes around the email form.

Step 4 Save the document as a template so that it may be used in the future.

Part 2: Write an email message

Step 1 Type in the information for the headings.

Step 2 Compose a letter that discusses the American economic system, including information about freedom of business ownership, competition, risk, and profit.

Step 3 Using the software's tool, check the letter for spelling and grammar mistakes.

Additional Computer Activities

Have students include five Internet URLs and a brief description that will help the Chinese students understand the American economic system (For example, the White House URL: *www.whitehouse.gov*).

Divide the students into two groups with one group representing the students from the United States and the other representing the students from China. Have the groups exchange their letters.

Approximate Time

40 minutes

Sample Assessment

Part 1: Create an email form

Step 1 - 4 Email form has all the headers, is formatted appropriately, and is saved as a template. (5 points) ___

Part 2: Write an email message

Step 1-3 Email letter contains all four categories of private enterprise. (5 pts/category) ___

Email letter contains a definition for each component. (5 pts/category) ___

Email letter contains an example of each component. (5 pts/category) ___

Email letter contains no spelling or grammatical errors. (5 points) ___

Total Points (70 points possible) ___

Sample Assessment Answer Key

To receive all points possible the email message should contain the following:

Unsent Message

To: Student Name, Chiang High School
From: American Economic System
Subject: Student Name
cc: Teacher's Name

I live in Missouri, which is located in the middle of the United States. The United States has a market economy--capitalism. However, it is really a mixed economy because the government does own some businesses and offers its citizens social assistance programs such as Medicare and Welfare.

In the United States you are free to own your own business. If you have a hobby that you enjoy, you might like to start your own business doing that hobby. I sure enjoy the computer and one day hope to have my own computer business. However, I know that there are many computer businesses in our country. I would probably offer special instructional courses on various programs. This might give me an edge over my competition.

Competition is very vital to the free enterprise system and helps to keep our prices fair for customers. Business owners must try to gain customers by offering something that their competitors do not. I know starting a business such as computers offers some risks. Computers constantly change. I will need to keep current with all the changing technology to help me overcome some of those risks. I also know that many new businesses fail within the first few years, but I would take that risk too.

I think the satisfaction of owning my own business and being my own boss are worth the risks. Of course, I didn't mention profit. In the free enterprise system, the owner or risk-taker is entitled to the profits of the business.

Let me know if you have any questions. Write back and tell me about your life in China.

Defining Supply and Demand

Learner Outcome

B7: Understand the relationship between supply and demand

Competencies

B7b: Define supply and demand
B7d: Describe the influences and interactions of supply and demand

Objective

Using tables and charts, students will be able to identify the elements of supply and demand and describe the influences and interactions of supply and demand.

Activity

Part 1

Step 1 Create a spreadsheet table that lists the following supply and demand information for candy bars. Once the data is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Candy Bar Price	Demand	Supply
.25	2,474,147	700,000
.35	2,147,741	850,000
.45	1,964,524	965,411
.50	1,754,692	1,244,412
.60	1,587,443	1,475,435
.70	1,254,874	1,695,421
.75	1,087,451	1,968,541
1.00	894,102	2,785,441

Hint: If the column is not wide enough to accommodate the length of the numeric value, the cell will be filled with an error indicator, such as pound signs (#) or asterisks (*). If these indicators appear in the cell, widen the column.

Step 2 Using the chart feature, create a line chart that includes a legend and answer the following questions:

- At what price will manufacturers be willing to make the most candy bars?
- At what price will manufacturers make the least amount of candy bars?
- At what price will consumers be willing to buy the most candy bars?
- At what price will consumers buy the least amount of candy bars?
- At what price is the demand for candy bars equal to the supply of candy bars?

Step 3 Create a text box, and define the terms *demand, supply, equilibrium point, surplus,* and *shortage.*

Step 4 Using draw features, shade in the area that represents a surplus and indicate the equilibrium point.

Part 2

Step 1 Create a supply and demand schedule for mountain bikes by entering the following information into a spreadsheet table. Once the data are entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Retail Prices	Quantity Demanded	Quantity Supplied
$150	2500	100
$200	2200	250
$250	2000	500
$300	1400	1600
$500	1000	2000
$700	540	2200
$1000	250	2600

Step 2 Use the chart feature, to create a line chart for the mountain bike data. The chart should include a title and legend. Use the chart to answer the following questions:

- As price increases supply _____.
- As price increases demand _____.
- What is the price at the equilibrium point?
- What is the supply at the equilibrium point?
- What is the demand at the equilibrium point?
- What is the demand for mountain bikes when the price is $200?
- What is the demand for mountain bikes when the price is $300?
- How many mountain bikes will be produced for a selling price of $500?
- How many mountain bikes will be produced for a selling price of $250?
- Is there a shortage or surplus of bikes at $300?
- Is there a shortage or surplus of bikes at $200?
- Is there a shortage or surplus of bikes at $1000?
- Is there a shortage or surplus of bikes at $500?
- If a shortage of mountain bikes occurs in your city, as a business owner would you increase or decrease your current selling price?
- If a nationwide surplus of mountain bikes exists, as a business owner would you increase or decrease your current selling price?

Part 3

Step 1 Create a supply and demand schedule for the Valentine Balloon Company by entering the following data in a spreadsheet table. Once the data are entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Balloon Cost	Supply	Demand
1.00	50	320
2.00	90	299
3.00	150	200
4.00	200	155
5.00	230	125
6.00	280	100
7.00	340	30

Step 2 Use the chart feature to create a line chart for the balloon data. The chart should include a title and legend. Use the chart to answer the following questions:

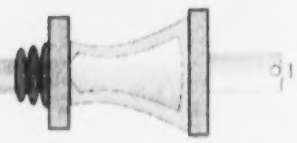
- As price for balloons increases does the supply increase as well?
- As price for balloons increases does the demand increase as well?
- What is the price at the equilibrium point?
- What is the supply at the equilibrium point?
- What is the demand at the equilibrium point?
- What is the demand for balloons when the price is $2.00?
- What is the demand for balloons when the price is $3.00?
- How many balloons will be produced for a selling price of $5.00?
- How many balloons will be produced for a selling price of $2.50?
- Is there a shortage or surplus of balloons at $1.00?
- Is there a shortage or surplus of balloons at $2.00?
- Is there a shortage or surplus of balloons at $5.00?
- Is there a shortage or surplus of balloons at $6.00?
- If a shortage of Valentine Balloons occurs in your city, as a business owner would you increase or decrease your current selling price?

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 40 - 41.

Approximate Time

110 minutes



Sample Assessment

Part 1

Step 1	The candy bar data are correctly entered and the table is appropriately formatted. (3 points)	___
Step 2	A line chart has been created and correctly shows supply and demand. (9 points)	___
	A legend is included with the chart. (3 points)	___
	The questions are answered correctly. (3 pts/question)	___
Step 3	Demand, supply, equilibrium point, surplus, and shortage are defined correctly. (3 pts/definition)	___
Step 4	The shaded surplus area is correct. (3 points)	___
	The equilibrium point is correct. (3 points)	___

Part 2

Step 1	The mountain bike data are correctly entered and the table is appropriately formatted. (3 points)	___
Step 2	A line chart has been created and correctly shows supply and demand. (9 points)	___
	The line chart includes a title and legend. (3 points)	
	The questions are answered correctly. (3 pts/question)	___

Part 3

Step 1	The balloon data are correctly entered and the table is appropriately formatted. (3 points)	___
Step 2	A line chart has been created and correctly shows supply and demand. (9 points)	___
	The line chart includes a title and legend. (3 points)	
	The questions are answered correctly. (3 pts/question)	___

Total Points (168 possible) ___

Sample Assessment Answer Key

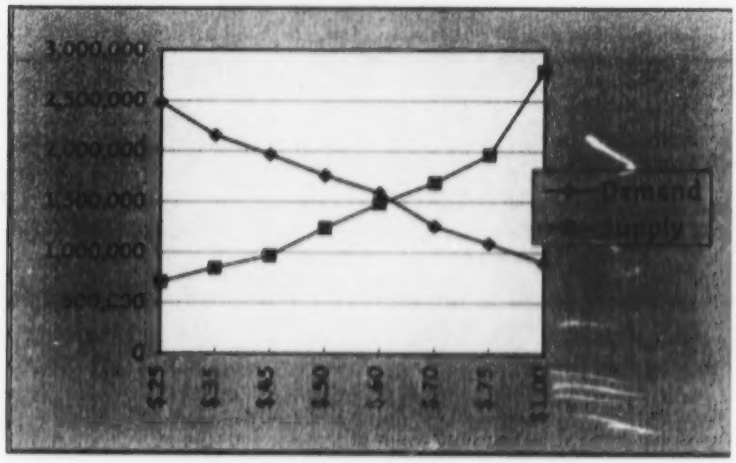
To receive all points possible the spreadsheet tables and charts should include the following:

Part I

Step 1

	A	B	C
1		Demand	Supply
2	$.25	2,474,147	700,000
3	$.35	2,147,741	850,000
4	$.45	1,964,524	965,411
5	$.50	1,754,692	1,244,412
6	$.60	1,587,443	1,475,435
7	$.70	1,254,874	1,695,421
8	$.75	1,087,451	1,968,541
9	$1.00	894,102	2,785,441

Step 2



- At what price will manufacturers be willing to make the most candy bars? $1.00
- At what price will manufacturers make the least amount of candy bars? $ .25
- At what price will consumers be willing to buy the most candy bars? $ .25

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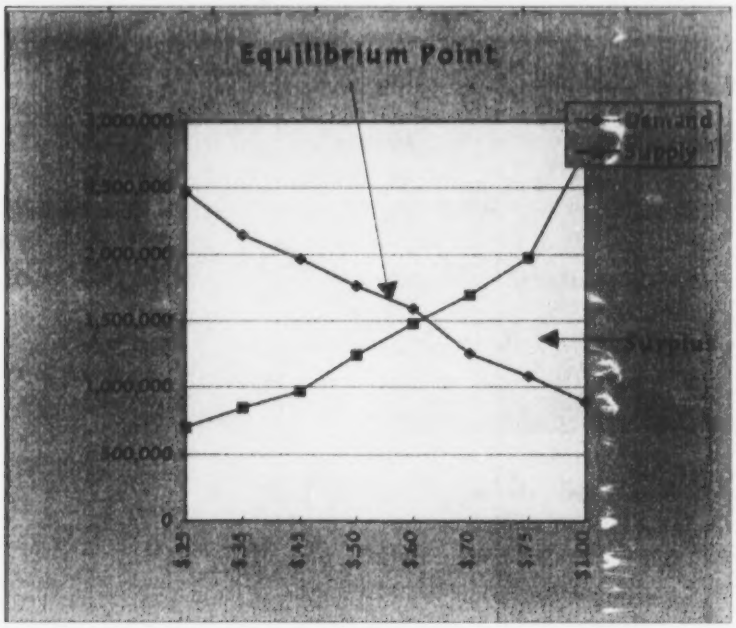
- At what price will consumers buy the least amount of candy bars? $1.00
- At what price is the demand for candy bars equal to the supply of candy bars? Approximately $ .62

Step 3

	A	B	C
1		Demand	Supply
2	$.25	2,474,147	700,000
3	$.35	2,147,741	850,000
4	$.45	1,964,524	965,411
5	$.50	1,754,692	1,244,412
6	$.60	1,587,443	1,475,435
7	$.70	1,254,874	1,695,421
8	$.75	1,087,451	1,968,541
9	$1.00	894,102	2,785,441

Demand: the consumers willingness and ability to purchase goods.
Supply: the amount of goods a manufacturer is willing to make and sell.
Equilibrium point: the amount of goods in demand equals the goods produced.
Surplus: the supply of goods exceeds the demand for goods.
Shortage: the demand for goods exceeds the supply.

Step 4

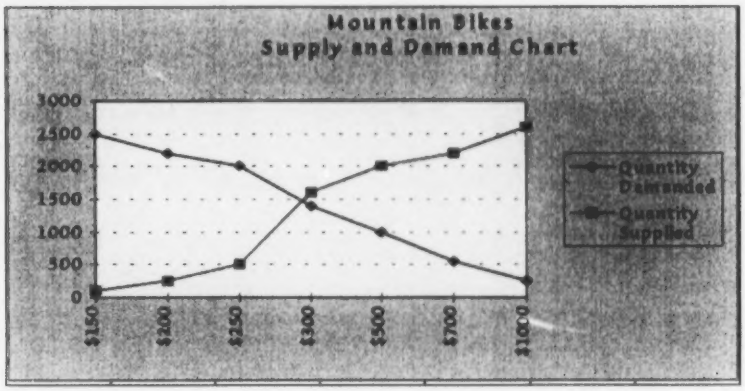


Part 2

Step 1

	A	B	C
1		Quantity Demanded	Quantity Supplied
2	$150	2500	100
3	$200	2200	250
4	$250	2000	500
5	$300	1400	1600
6	$500	1000	2000
7	$700	540	2200
8	$1000	250	2600

Step 2



- As price increases supply _____. Increases
- As price increases demand _____. Increases
- What is the price at the equilibrium point? Approximately $295
- What is the supply at the equilibrium point? Approximately 1495
- What is the demand at the equilibrium point? Approximately 1495
- What is the demand for mountain bikes when the price is $200? 2200
- What is the demand for mountain bikes when the price is $300? 1400
- How many mountain bikes will be produced for a selling price of $500? 2000
- How many mountain bikes will be produced for a selling price of $250? 500
- Is there a shortage or surplus of bikes at $300? Surplus
- Is there a shortage or surplus of bikes at $200? Shortage
- Is there a shortage or surplus of bikes at $1000? Surplus
- Is there a shortage or surplus of bikes at $500? Surplus
- If a shortage of mountain bikes occurs in your city, as a business owner would you increase or decrease your current selling price? Increase
- If a nationwide surplus of mountain bikes exists, as a business owner would you increase or decrease your current selling price? Decrease

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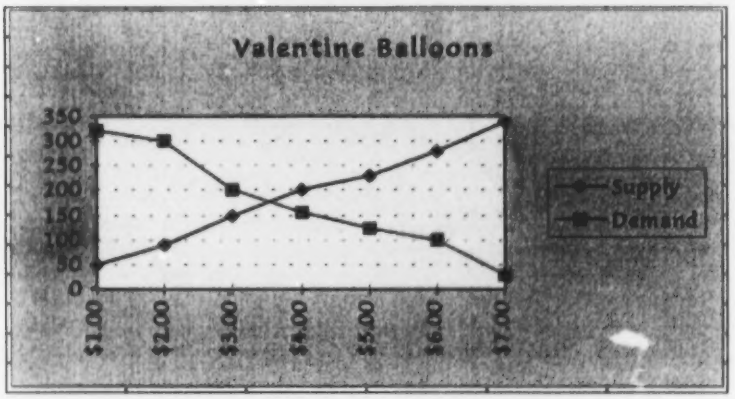
Part 3

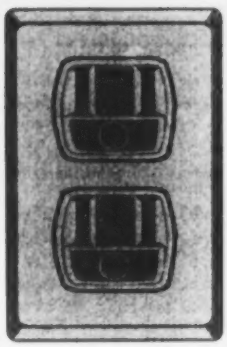
Step 1

	A	B	C
1		Supply	Demand
2	$ 1.00	50	320
3	$ 2.00	90	299
4	$ 3.00	150	200
5	$ 4.00	200	155
6	$ 5.00	230	125
7	$ 6.00	280	100
8	$ 7.00	340	30

Step 2



- As price for balloons increases the supply increases as well. True
- As price for balloons increases the demand increases as well. False
- What is the price at the equilibrium point? Approximately $3.50
- What is the supply at the equilibrium point? Approximately 175
- What is the demand at the equilibrium point? Approximately 175
- What is the demand for balloons when the price is $2.00? Approximately 90
- What is the demand for balloons when the price is $3.00? 150
- How many balloons will be produced for a selling price of $5.00? Approximately 125
- How many balloons will be produced for a selling price of $2.50? 350
- Is there a shortage or surplus of balloons at $1.00? Shortage
- Is there a shortage or surplus of balloons at $2.00? Shortage
- Is there a shortage or surplus of balloons at $5.00? Surplus
- Is there a shortage or surplus of balloons at $6.00? Surplus
- If a shortage of Valentine Balloons occurs in your city, as a business owner would you increase or decrease your current selling price? Increase



Employment and Advancement

C1. Apply marketing management abilities

* a. Identify qualities necessary for management/entrepreneurship
* b. Identify the personal qualities needed for management/entrepreneurship
c. Identify educational resources available within the community that develop career advancement opportunities
d. Explain salary and benefit information
e. Identify the sources for securing marketing career information
f. Explain the roles of education, training, and experience in career planning
g. Identify those characteristics that help people obtain, hold, and progress in their jobs in marketing occupations

C2. Complete a marketing employment interview

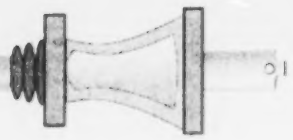
a. Develop a confident attitude when participating in an employment interview
b. Meet the standards of appearance and behavior required for the interview
c. Complete a personal resume and letter of application
d. Complete employment application forms for marketing employment
e. Recognize the purposes and types of employment tests and general guidelines for taking them
f. Complete a personal interview and follow-up activities
g. Identify ways of integrating school and work experiences together

C3. Identify a marketing occupational objective

a. Identify personal occupational requirements
b. Describe entry-level marketing jobs available in most communities
c. Identify possible advancement patterns
d. Identify a tentative marketing occupational interest
e. Develop a tentative career plan

C4. Secure a marketing position

a. Explain the importance of rules and regulations in a business
b. Describe desirable work habits
c. Explain gross pay and net pay



C5. Secure advanced marketing employment

* a. Locate job prospects
* b. Describe the process for obtaining full-time employment in marketing
* c. Update personal resume
* d. Identify how to make job changes appropriately

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing education class.

Marketing Management Abilities

Learner Outcome

C1 Apply marketing management abilities

Competencies

C1c: Identify educational resources available within the community that develop career advancement opportunities
C1d: Explain salary and benefit information
C1e: Identify the sources for securing marketing career information
C1f: Explain the roles of education, training, and experience in career planning
C1g: Identify those characteristics that help people obtain, hold, and progress in their jobs in marketing occupations

Objective

The student will identify community resources for career advancement opportunities; describe salary and fringe benefits; identify five sources for marketing career information; explain the roles of education, training, and experience; and explain the characteristics that help people maintain and progress in their jobs by developing an organizational chart using presentation software.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation, name, class, and hour.

Step 3 Describe salary and wages on slide 2.

Step 4 Describe fringe benefits on slide 3.

Step 5 Slide 4 should contain a list of five community resources that list career advancement opportunities.

Step 6 List five resources with marketing career information on slide 5.

Step 7 Using the appropriate number of slides, describe ten characteristics that help people find, keep, and progress in their occupation.

Step 8 On the slide following the characteristic descriptions, use the presentation's organizational chart feature to create a chart for the following company. Jannies Restaurant is a small restaurant where you work as a co-manager. The owner, Bob Mackie, has asked you to prepare an organizational chart. The other manager is Christy Silver. The assistant managers are George Wyatt, Sandra McKee, and Jeff Bloom. The 15-member wait staff reports to Sandra. The 7-member cooking staff reports to George Wyatt. The 5-member cleaning staff reports to Jeff Bloom. Employee turnover is quite high among the wait, cooking, and cleaning employees; however, all the positions should be included on the organizational chart. The chart also should be titled.

Step 9 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate for the slide's content.

Step 10 Check spelling carefully by using the spell check feature.

Additional Presentation Activity

Have students create the organizational chart for their place of employment or for the local school building.

Additional Word Processing Activity

Have students answer the following questions using a word processor.

1. Describe salary.
2. Describe fringe benefits.
3. List five educational resources available within the local community that will help advance one's career.
4. List five other sources that may be used to find marketing related career information not mentioned in #3.
5. Describe ten skills that help people obtain, hold, and progress on the job.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 549 - 571.

Approximate Time

2 - 4 hours

Sample Assessment

Slide Requirements

Slide 1	Presentation title, and student name, class, and hour are complete. (2 points)	___
Slide 2	Salary and wages are described correctly. (3 points)	___
Slide 3	Fringe benefits is described correctly. (3 points)	___
Slide 4	Five resources that have career advancement opportunity information are listed. (5 points)	___
Slide 5	Five resources with marketing career information are listed. (5 points)	___
Slide 6- 7	The ten characteristics that help people find, keep, and progress in their occupation are described. (1 pt/characteristic)	___
Slide 8	The organization chart for Jannies correctly reflects the company's employee positions. The chart is labeled and titled correctly. (12 points)	___

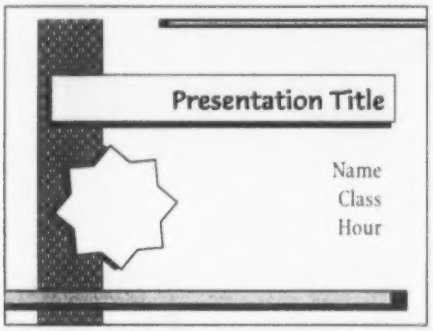
Presentation Requirements

Grammar and spelling are correct. (5 points)	___
Presentation features are used correctly and creatively. (5 points)	___

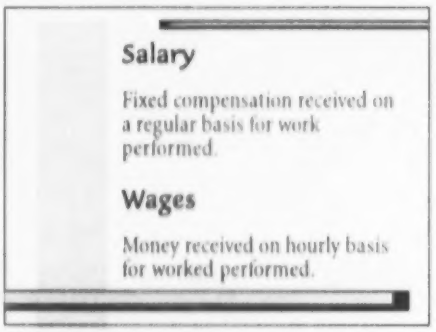
Total Points (60 points possible) ___

Sample Assessment Answer Key

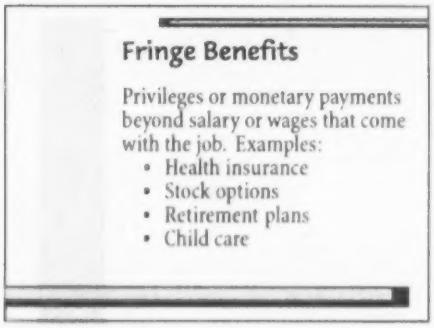
To receive all points possible each slide should include the following:



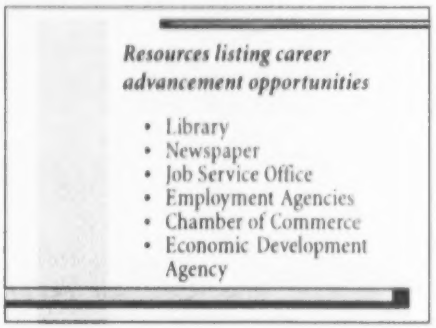
Slide 1


Salary
Fixed compensation received on a regular basis for work performed.
Wages
Money received on hourly basis for worked performed.

Slide 2


Fringe Benefits
Privileges or monetary payments beyond salary or wages that come with the job. Examples:
• Health insurance
• Stock options
• Retirement plans
• Child care

Slide 3



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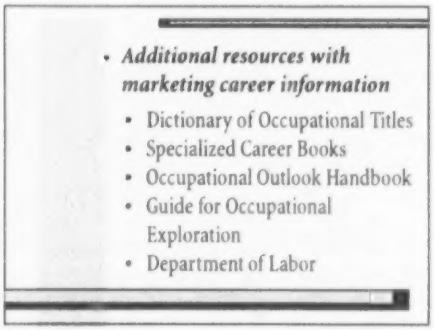
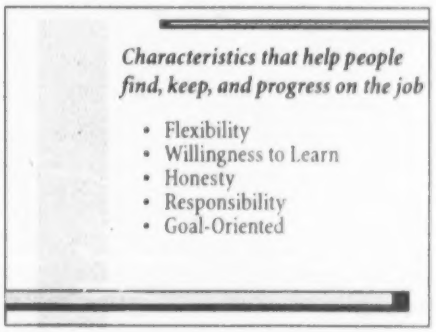
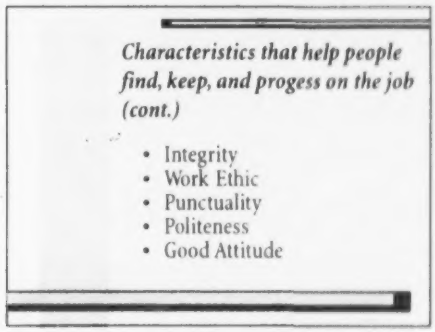

• Additional resources with marketing career information
• Dictionary of Occupational Titles
• Specialized Career Books
• Occupational Outlook Handbook
• Guide for Occupational Exploration
• Department of Labor

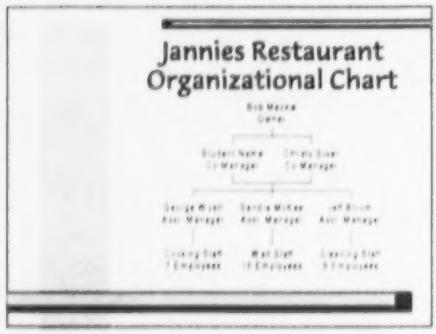
Slide 5



Slide 6


Characteristics that help people find, keep, and progess on the job (cont.)
• Integrity
• Work Ethic
• Punctuality
• Politeness
• Good Attitude

Slide 7



Slide 8

Developing a Career Plan

Learner Outcome

C3: Identify a marketing occupational objective

Competency

C3e: Develop a tentative career plan

Objective

Students will develop a computer-generated career plan for success in the marketing field.

Activity

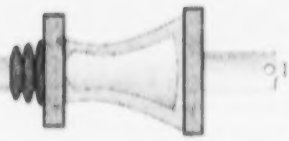
Before completing a career plan, students should consider the following questions:

- What is my career goal?
- Are there some courses or activities I can do now that will assist me in achieving my career goal?
- What additional education is needed to attain my goal?
- Are there specific schools I must attend? What and where are they?
- Will some training be provided by a company that will employ me?
- How much financial support do I need to reach my goal?
- What is my approximate time line to complete my goals?
- Are there individuals to contact that can help me reach my goals?

Step 1 Using the table or column format feature, design a career plan with two columns—the first containing a title, and the second a label for the estimated dates of completion. In separate rows below the title, type in the following headers: short-range goals, medium-range goals, and long-range goals. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use border or line and fill features to create outlines and fills in the table.

Step 2 Type in three to five short-range goals and the dates you would like to complete them. (Short-range goals should not exceed a five-year time span.) Make sure your goals are specific and include information about the education and training needs of your career goal. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, document or tab format features to modify the text's position on the page.

Step 3 Type in three to five medium-range goals and the dates you would like to complete them. (Medium-range goals should not exceed a ten-year time span.) Make sure your goals are



specific and include information about the education and training needs of your career goal. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, document or tab format features to modify the text's position on the page.

Step 4 Type in three to five long-range goals and the dates you would like to complete them. (Long-range goals exceed a ten-year time frame.) Make sure your goals are specific and include information about the education and training needs of your career goal. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, document, or tab format features to modify the text's position on the page.

Additional Activities

Have students research their chosen career goals. Students could prepare a research paper on a career of their choice and use this activity to plan their way to the career.

References

Succeeding in the World of Work: Planning for your Future. Glencoe, 1992. Chapter 4, pages 57 - 72.

Approximate Time

40 minutes

Sample Assessment

Step 1	Software features, such as a table or columns, were used to create an appropriate format. (5 points)	___
Step 2	Students listed three to five specific short-range goals that could be met in a five-year time frame. (15 Points)	___
Step 3	Students listed three to five specific medium-range goals that could be met in approximately 10 years. (15 Points)	___
Step 5	Students listed three to five specific long-range goals that exceeded a ten-year time frame. (15 Points)	___

Total Points (50 possible points) ___

Sample Assessment Answer Key

To receive all possible points, the student's career plan should contain the following:

Career Plan	
	Estimated Dates of Completion
Career Goal	
My career goal is to have a business developing Web sites for other businesses.	Summer 2005
Short-Range Goals	
Take computer courses available at school	1998 - 2001
Visit with people who own Web site-developing businesses	1998
Attend summer computer classes	1999
Get summer job working with computers	1999
Medium-Range Goals	
Attend a university and obtain a major in computer science	2001
Save money from part-time jobs	1997 - 2001
Research Web information to stay current with technological changes	1997 - 2001
Long-Range Goals	
Finish undergraduate work	2001
Get job with company that prepares Web sites	2001 - 2005
Save finances to start own business	2001 - 2005

Explaining Gross and Net Pay

Learner Outcome

C4: Secure a marketing position

Competency

C4c: Explain gross pay and net pay

Objective

The student will calculate gross and net pay and explain the terms in a role play.

Activity

Part 1

Step 1 Create a spreadsheet table that determines David's gross pay by placing his hourly rate ($6.50/hour) and hours worked (35 hours) in a column under his name. Insert a column that labels each item. Once the data are entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Hint: If the column is not wide enough to accommodate the length of the numeric value, the cell will be filled with an error indicator, such as pound signs (#) or asterisks (*). If these indicators appear in the cell, widen the column.

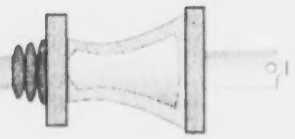
Step 2 Using the spreadsheet's formula or calculation function, calculate David's gross pay. The formula is: hours worked *x* hourly rate. The product of this formula should be labeled.

Step 3 In a separate column, list David's deductions:

Social Security	$6.45
Medicare	$2.24
Federal income Tax	$12.41
State Income Tax	$5.14
Miscellaneous	$4.10

Once the data are entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 4 Determine the sum of David's deductions by using the formula or calculation function. (Most spreadsheet applications have a "button" that automatically adds numbers.) The sum should be labeled.



Step 5 Determine David's net pay by subtracting the total deductions from the gross pay. In the column that lists David's gross pay, key in, create a formula, or reference the cell that contains David's total deductions, then create a formula or use the calculation function to arrive at David's net pay. The cells should be labeled and appropriately formatted.

Step 6 Using a new spreadsheet table, enter the pay information for Tom, Tina, and Terry. Use cell, row, and column format features to adjust column/row size and text and number appearance.

	Tom	Tina	Terry
Hourly rate	$6.50	$8.50	$9.25
Hours worked	32	35	37
Social Security	$13.00	$18.50	$21.39
Medicare	$3.01	$4.31	$4.69
Federal Income Tax	$25.06	$35.84	$41.25
State Income Tax	$10.40	$14.88	$17.11
Miscellaneous	$14.00	$16.00	$20.00

Step 7 Using the formula or calculation function, calculate gross and net pay for Tom, Tina, and Terry. Use cell, row, and column format features to adjust column/row size and text and number appearance. Use this table to answer the following questions:

- Why should an employee know the difference between gross and net pay?
- Which is the larger amount, gross or net pay?
- What is the amount written on your check, gross or net pay?
- If an employee does not know the difference between gross and net pay what problems can arise?

Part 2

Step 1 Using a new spreadsheet table, enter the pay information for the seven employees of a fast food restaurant. Use cell, row, and column format features to adjust column/row size and text and number appearance.

Name	Rate	Hours	Social Security	Medicare	Federal Income Tax	State Income Tax	Misc.
Gary	$5.50	20	$6.88	$1.59	$13.70	$5.50	$4.25
Amy	$5.50	23	$7.91	$1.83	$15.75	$6.33	$4.89
Gail	$6.00	34	$12.75	$2.96	$25.40	$10.20	$7.88
Paul	$5.50	22	$7.56	$1.75	$15.07	$6.05	$4.68
Gordon	$6.00	15	$5.63	$1.30	$11.21	$4.50	$3.48
Carol	$5.50	23	$8.25	$1.91	$16.44	$6.60	$5.10
Mark	$6.00	34	$12.38	$2.87	$24.66	$9.90	$7.65

Step 2 Using formula and calculation functions, calculate gross and net pay for the seven employees. Use cell, row, and column format features to adjust column/row size and text and number appearance.

Additional Spreadsheet Activities

Using your last paycheck stub, create your own payroll records.

Additional Computer Activities

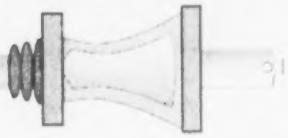
Use presentation software to create a training program for new employees describing gross and net pay.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 535 - 537.

Approximate Time

120 minutes



Sample Assessment

Part 1

Step 1	The spreadsheet table correctly lists David's hourly rate and hours worked. (2 points) The table and text are appropriately formatted. (5 points)	___ ___
Step 2	Gross pay is calculated correctly. (5 points)	___
Step 3	David's deductions are correctly listed. (2 points) The table and text are appropriately formatted. (5 points)	___ ___
Step 4	The sum of David's deductions is correct and the spreadsheet's functions were used correctly. (5 points)	___
Step 5	David's net pay is correct and the spreadsheet's functions were used correctly. (5 points)	___
Step 6	The pay information is correctly entered and appropriately formatted. (5 points)	___
Step 7	The spreadsheet functions were used correctly to calculate gross pay, total of deductions, and net pay for Tom, Tina, and Terry. (5 pts/figure) Each question is answered correctly. (3 pts/question)	___ ___

Part 2

Step 8	The pay information is correctly entered and appropriately formatted. (5 points)	___
Step 9	The spreadsheet functions were used correctly to calculate gross pay, total of deductions, and net pay for each employee. (5 pts/figure) The table and text are appropriately formatted. (5 points)	___ ___

Total Points (171 possible points) ___

Sample Assessment Answer Key

To receive all points possible the spreadsheet tables and charts should include the following:

Part 1

Step 1

	A	B
1		David
2	Hourly rate	$6.50
3	Hours worked	35

Step 2

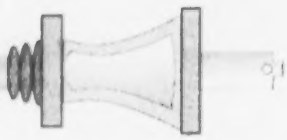
	A	B
1		David
2	Hourly rate	$6.50
3	Hours worked	35
4	Gross pay	$227.50

Step 3

	A	B	C	D
1		David		Deduction
2	Hourly rate	$ 6.50	Social Security	$ 6.45
3	Hours worked	$ 35.00	Medicare	$ 2.24
4	Gross pay	$ 227.50	Federal Income Tax	$ 12.41
5			State Income Tax	$ 5.14
6			Misc.	$ 4.10

Step 4

	A	B	C	D
1		David		Deduction
2	Hourly rate	$ 6.50	Social Security	$ 6.45
3	Hours worked	$ 35.00	Medicare	$ 2.24
4	Gross pay	$ 227.50	Federal Income Tax	$ 12.41
5			State Income Tax	$ 5.14
6			Misc.	$ 4.10
7			Total deductions	$ 30.34



Step 5

	A	B	C	D
1		David		Deduction
2	Hourly rate	$ 6.50	Social Security	$ 6.45
3	Hours worked	$ 35.00	Medicare	$ 2.24
4	**Gross pay**	$ 227.50	Federal Income Tax	$ 12.41
5	Less total deductions	$ 30.34	State Income Tax	$ 5.14
6	**Net pay**	$ 197.16	Misc.	$ 4.10
7			**Total deductions**	$ 30.34

Step 6

	A	B	C	D
1		Tom	Tina	Terry
2	Hourly rate	$ 6.50	$ 8.50	$ 9.25
3	Hours worked	32	35	37
4	**Gross pay**			
5	Social Security	$ 13.00	$ 18.50	$ 21.39
6	Medicare	$ 3.01	$ 4.31	$ 4.69
7	Federal Income Tax	$ 25.06	$ 35.84	$ 41.25
8	State Income Tax	$ 10.40	$ 14.88	$ 17.11
9	Misc.	$ 14.00	$ 16.00	$ 20.00
10	Total deductions			
11	**Net pay**			

Step 7

	A	B	C	D
1		Tom	Tina	Terry
2	Hourly rate	$ 6.50	$ 8.50	$ 9.25
3	Hours worked	32	35	37
4	**Gross pay**	**$ 208.00**	**$ 297.50**	**$ 342.25**
5	Social Security	$ 13.00	$ 18.50	$ 21.39
6	Medicare	$ 3.01	$ 4.31	$ 4.69
7	Federal Income Tax	$ 25.06	$ 35.84	$ 41.25
8	State Income Tax	$ 10.40	$ 14.88	$ 17.11
9	Misc.	$ 14.00	$ 16.00	$ 20.00
10	Total deductions	$ 65.47	$ 89.53	$ 104.44
11	**Net pay**	**$ 142.53**	**$ 207.97**	**$ 237.81**

- Why should an employee know the difference between gross and net pay? Answers will vary: determine accurate hours worked, hourly pay, and deductions.
- Which is the larger amount, gross or net pay? Gross
- What is the amount written on your check, gross or net pay? Net
- If an employee does not know the difference between gross and net pay what problems can arise? Answers will vary: misunderstanding about hourly rate and total earnings.

Part 2

Step 1

	A	B	C	D	E	F	G	H
1		Gary	Amy	Gail	Paul	Gordon	Carol	Mark
2	Hourly rate							
3	Hours worked	20	23	34	22	15	23	34
4	**Gross pay**	**$ 110.00**	**$ 126.50**	**$ 204.00**	**$ 121.00**	**$ 90.00**	**$ 126.50**	**$ 204.00**
5	Social Security	$ 6.88	$ 7.91	$ 12.75	$ 7.56	$ 5.63	$ 7.91	$ 12.75
6	Medicare	$ 1.59	$ 1.83	$ 2.96	$ 1.75	$ 1.30	$ 1.83	$ 2.96
7	Federal Income Tax	$ 13.70	$ 15.75	$ 25.40	$ 15.07	$ 11.21	$ 15.75	$ 25.40
8	State Income Tax							
9	Misc.							
10	Total deductions	$ 31.92	$ 36.71	$ 59.19	$ 35.11	$ 26.12	$ 36.71	$ 57.46
11	**Net pay**	**$ 78.08**	**$ 89.79**	**$ 144.81**	**$ 85.89**	**$ 63.88**	**$ 88.20**	**$ 146.54**

Step 2

	A	B	C	D	E	F	G	H
1		Gary	Amy	Gail	Paul	Gordon	Carol	Mark
2	Hourly rate	$ 5.50	$ 5.50	$ 6.00	$ 5.50	$ 6.00	$ 5.50	$ 6.00
3	Hours worked	20	23	34	22	15	23	34
4	**Gross pay**	**$ 110.00**	**$ 126.50**	**$ 204.00**	**$ 121.00**	**$ 90.00**	**$ 126.50**	**$ 204.00**
5	Social Security	$ 6.88	$ 7.91	$ 12.75	$ 7.56	$ 5.63	$ 7.91	$ 12.75
6	Medicare	$ 1.59	$ 1.83	$ 2.96	$ 1.75	$ 1.30	$ 1.83	$ 2.96
7	Federal Income Tax	$ 13.70	$ 15.75	$ 25.40	$ 15.07	$ 11.21	$ 15.75	$ 25.40
8	State Income Tax	$ 5.50	$ 6.33	$ 10.20	$ 6.05	$ 4.50	$ 6.33	$ 10.20
9	Misc.	$ 4.25	$ 4.89	$ 7.88	$ 4.68	$ 3.48	$ 4.89	$ 7.88
10	Total deductions	$ 31.92	$ 36.71	$ 59.19	$ 35.11	$ 26.12	$ 36.71	$ 57.46
11	**Net pay**	**$ 78.08**	**$ 89.79**	**$ 144.81**	**$ 85.89**	**$ 63.88**	**$ 88.20**	**$ 146.54**

Updating a Personal Resume

Learner Outcome

C5: Secure advanced marketing employment

Competency

C5c: Update personal resume

Objective

Students will create a resume to apply for a job via the Internet.

Activity

You are seeking a marketing position with Webscapes Online, a company that develops Internet products. The following jobs are available at Webscapes Online:

Marketing Manager of Products

Webscapes Online's marketing manager of products is responsible for specific products and product lines offered for shareware through the company. Marketing research experience, sales, product management and some engineering is required.

Software Manager

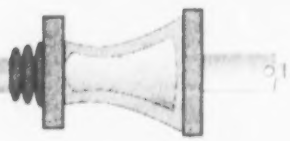
Webscapes Online is seeking a software manager that will work with our software developers to manage schedules and features of the product; develop our packaging, promotions, and support; and price, forecast, and inventory our products. Retail experience is a must.

Coordinator of Projects

The coordinator of projects at Webscapes Online will work with production and distribution. This person will research information, prepare sales reports, assist with revisions and updates, and plan reports, as well as serve as a liaison between marketing research and pricing. Experience with finance, administration, and teamwork and/or group work preferred. Work with spreadsheets, word processing, data base, and graphics programs.

Distribution Manager

This person will be responsible for the distribution between the manufacturing and retail phase of Webscapes Online. Packing, organizing product promotion, and shipping packaged products will also be a responsibility. A strong background in marketing and distribution is a must.



Step 1 Prepare a resume to send online by first creating a masthead that contains your name, address, phone number, and email address. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page.

Step 2 Type in your employment experience, listing the most recent job first. Make sure to include the jobs' starting and ending date, employer, title, and description and responsibilities. Since online resumes are searched by keywords, your job descriptions should be concise and contain descriptive nouns and verbs. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page. **Hint**: Once you have formatted the first job description, use the style feature to save the format. When you type in new text and select the style that text will automatically be formatted.

Step 3 Type in your education information, including dates of graduation, school name and address, degree received, and relevant courses. Format the text so that it matches the format of your employment experience.

Step 4 Type in your professional activities and achievements, listing memberships and experiences that are job related but that were not included with employment. Format the text so that it matches the format of your employment experience.

Step 5 List any honors, awards, and achievements. Format the text so that it matches the format of your employment experience.

Step 6 Using the spelling and grammar tools, check the resume for mistakes. Proof your resume to ensure that wording and format are correct.

Resources

The following URLs are available for more information on creating an online resume. Visit the sites to find job search information.

The Internet's Online Career Center
www.occ.com

Job Bank USA
www.jobbankuse.com

Career Web
www.cweb.com

CareerPath.com
www.careerpath.com

Yahoo Resumes
www.yahoo.com/Business_and_Economy/Employment/Resumes

Net Jobs
www.netjobs.com

Additional Computer Activities

Use the addresses above to look at samples to develop your online resume. You may also submit your resume to the database of resumes.

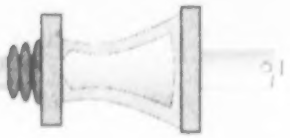
Approximate Time

100 minutes

Sample Assessment

Step 1	The student's name, address, telephone number, and email address (if available) is included and formatted appropriately. (15 points)	___
Step 2	Employment experience is listed with the most recent job first and includes starting and ending dates, employer, title, and job description and responsibilities. The information is formatted appropriately. (15 points)	___
Step 3	Education information includes date of graduation, school name and address, degree received, and relevant courses. The information is formatted appropriately. (15 points)	___
Step 4	The professional activities and achievements are appropriate for a marketing job and are formatted correctly. (15 points)	___
Step 5	The honors, awards, and achievement are appropriate for a marketing job and are formatted correctly. (15 points)	___
Step 6	The resume contains no spelling, grammar, or wording errors. (25 points)	___

Total Points (100 possible points)



Sample Assessment Answer Key

To receive all points possible the resume should include the following:

Linda Walsworth

829 North Main Street
Maintown, Missouri 64628
816-258-1111
lwalsworth@mail.maintown.missouri.us

Work History

Savings Bank, Greenback, Missouri 1995 - present
Investment Officer- Sales and Trading

American & European Computer 2000 Corporation, Megabyte, Missouri 1992 - 1995
Website Manager - Coordinated teams of website developers

Education

B. A. in Marketing Education
University of Maryland, Baltimore, MD 1992

Professional Development

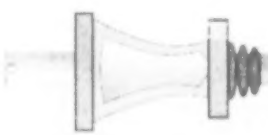
- Marketing, graduate course, Loyola College, Maryland 1994
- Completed html coding, java, and programming 1995
- Completed intensive programming analyst program 1996

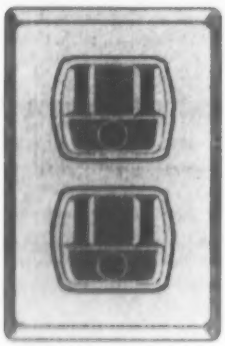
Professional Activities

- Founding member of Programming Management Committee
- Developed Website Program for new institutional clients and closed significant new relationships in Maryland and Missouri

Professional Achievements

- Managed website on International loan portfolio. Generated large profits for company.
- Responsible for Institutional Sales across a broad product spectrum.
- Focused primarily on developing profitable new relationships and enhancing existing accounts.
- Developed relationships with internal and external customers.
- Responsible for economic analysis/forecasting of company site development, site design (to suit customer) and web construction
- Trained web developers, and conducted joint business calls with computer officers and helped to sell other company services including hardware management and security systems.

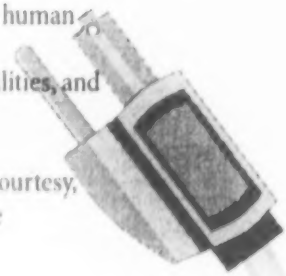




Human Relations in Marketing

D1. Develop effective personal human relations skills for marketing

a. Define human relations
b. Identify the importance of self-understanding in establishing effective human relationships
c. Analyze personal strengths, weaknesses, interests, aptitudes, traits, abilities, and attitudes
d. Develop a plan of short and long-term goals
e. Demonstrate such interpersonal skills such as punctuality, initiative, courtesy, loyalty, and honesty and maintain an appropriate personal appearance



D2. Identify the ethical and social responsibilities of marketing

* a. Describe the social obligation of marketing
* b. Describe ethical behavior in marketing
c. Develop an awareness of safety procedures and health procedures used in business operations

D3. Motivate marketing employees

* a. Explain theories of employee motivation
* b. Identify ways to maintain a pleasant working environment
* c. Describe the importance of recognizing the accomplishments of others

D4. Participate in professional marketing related activities

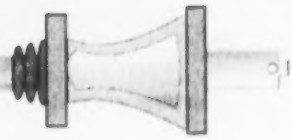
* a. Explain the importance of professional marketing organizations and cite examples
* b. Explain the importance of trade associations in specific areas of marketing
* c. Identify and explain the importance of participating in community affairs

D5. Understand human relations in a marketing enterprise

a. Develop professional relationships with customers, co-workers, supervisors, and managers
* b. Distinguish roles and duties within an organization

D6. Participate in problem solving work teams

* a. Recognize sources of conflict and identify ways to reduce it
* b. Use creative-thinking techniques



c. Work as a part of a team to achieve marketing goals
d. Accept criticism and use appropriate criticism
* e. Demonstrate negotiation skills

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing education class.

Developing Effective Personal Human Relations Skills

Learner Outcome

D1 Develop effective personal human relations skills for marketing

Competencies

D1a: Define human relations
D1d: Develop a plan of short and long-term goals

Objective

The student will describe human relations and develop a plan of short- and long-term goals by creating a presentation slide show using text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation, your name, class, and hour.

Step 3 Slide 2 should define human relations.

Step 4 Define short-term goals, on slide 3.

Step 5 The next 5 slides (slides 4-8) should each contain an example of a short-term goal.

Step 6 Use slide 9 to define long-term goals.

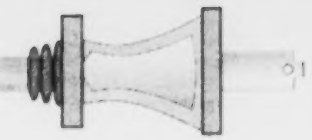
Step 7 Slides 10 - 14 should each contain an example of long-term goals.

Step 8 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

Step 9 Check spelling carefully by using the spell check feature.

Additional Word Processing Activity

Using a word processor:
1. Define human relations.
2. Describe short-term goals and create a list of 5 personal short-term goals.
3. Describe long-term goals and create a list of 5 personal long-term goals.

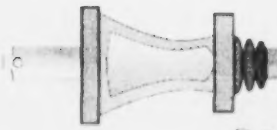


References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 559 - 572.

Approximate Time

2 - 4 hours



Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour completed. (2 points)	___
Slide 2	Human relations is defined correctly. (3 points)	___
Slide 3	Short-term goals is defined correctly. (3 points)	___
Slides 4 - 8	Each slide gives an appropriate example of a short-time goal. (2 pts/slide)	___
Slide 9	Long-term goals is defined correctly. (3 points)	___
Slides 10 -14	Each slide gives an appropriate example of a long-term goal. (2 pts/slide)	___

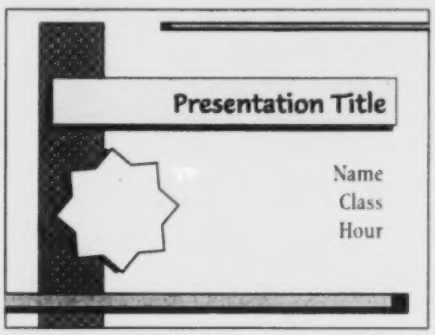
Presentation Requirements

Spelling and grammar are correct. (7 points)	___
Presentation features are used correctly and creatively. (12 points)	___

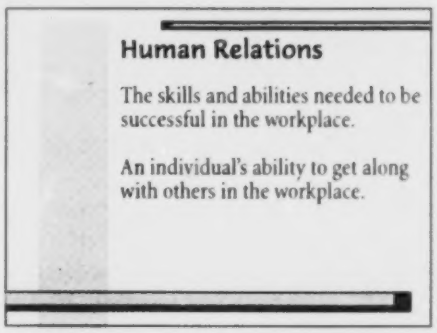
Total Points (50 points possible) ___

Sample Assessment Answer Key

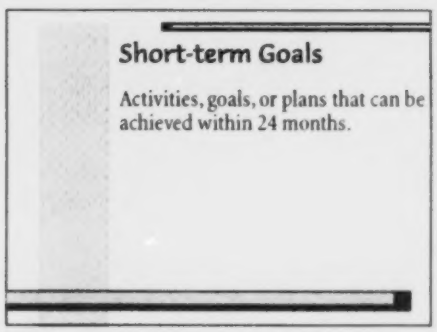
To receive all points possible each slide should include the following:



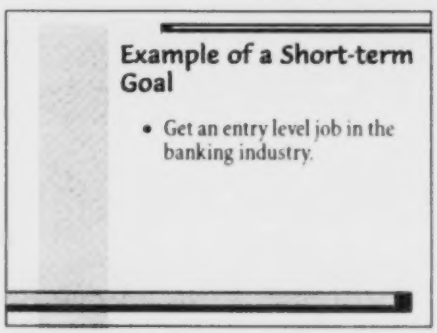
Slide 1


Human Relations
The skills and abilities needed to be successful in the workplace.
An individual's ability to get along with others in the workplace.

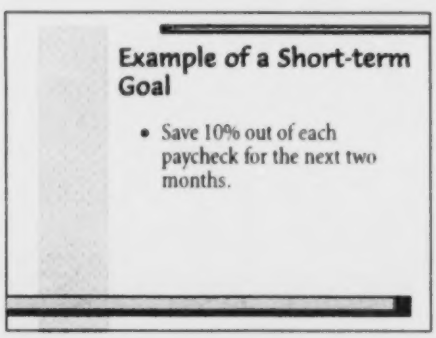
Slide 2



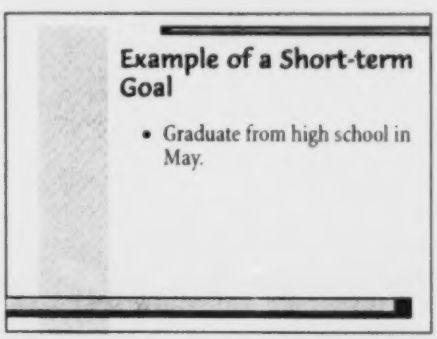
Slide 3



Slide 4

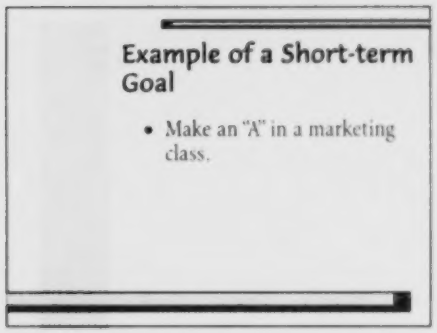


Slide 5

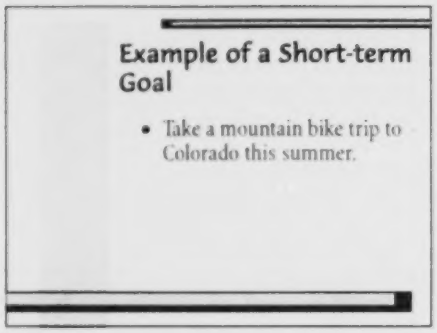


Slide 6

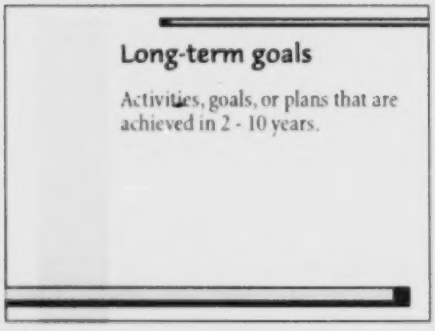
100



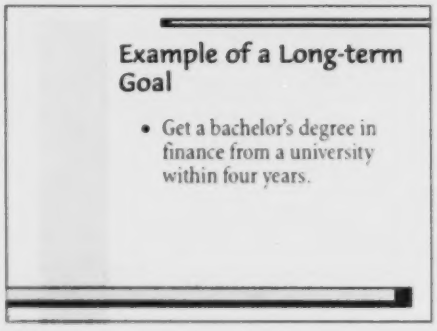
Slide 7



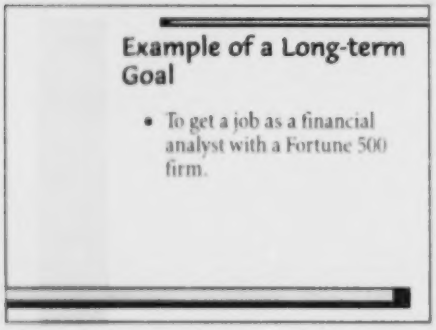
Slide 8



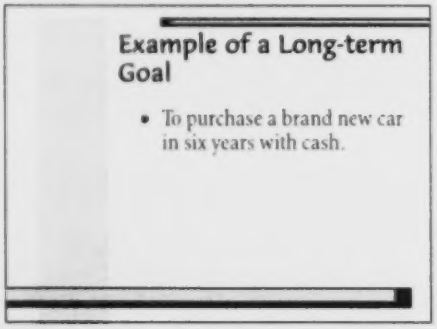
Slide 9



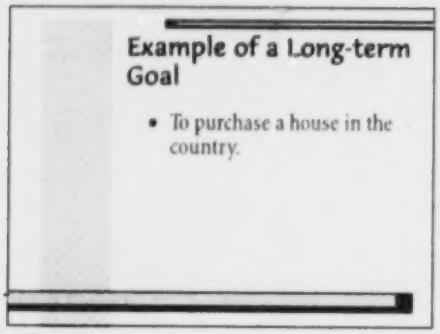
Slide 10



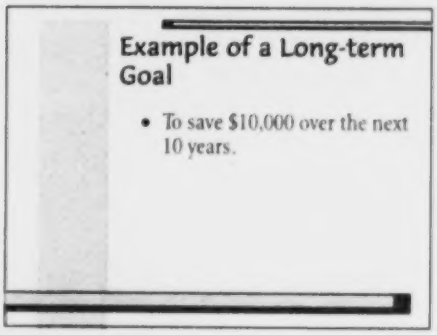
Slide 11



Slide 12



Slide 13



Slide 14

Motivating Marketing Employees Presentation

Learner Outcome

D3 Motivate marketing employees

Competency

D3a: Explain theories of employee motivation
D3b: Identify ways to maintain a pleasant working environment
D3c: Describe the importance of recognizing the accomplishments of others

Objective

The student will explain theories of employee motivation, identify ways to maintain a pleasant working environment, and explain the importance of recognizing the accomplishments of others.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation, your name, class, and hour.

Step 3 Define motivation on slide 2.

Step 4 Slides 3 - 9 should list and describe the seven methods managers use to motivate employees.

Step 5 On slides 11 - 12, list ten examples of employee motivators.

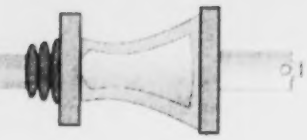
Step 6 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

Step 7 Check spelling carefully by using the spell check feature.

Additional Word Processing Activity

Using a word processor:
1. Define motivation.
2. Describe the seven ways managers motivate employees.
3. List ten ways to motivate employees.

References



Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/ McGraw-Hill, 1997. Pages 161 - 169.

Approximate Time

2 - 4 hours

Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour completed. (2 points)	___
Slide 2	Motivation is defined correctly. (3 points)	___
Slide 3-9	The seven methods managers use to motivate employees are correctly listed and described. (3 pts/method)	___
Slides 10-11	The examples of employee motivators are valid examples. (1 pt/example)	___

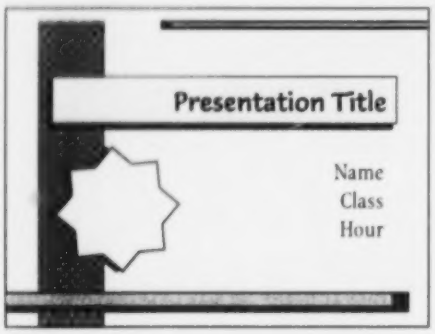
Presentation Requirements

Spelling and grammar are correct. (5 points)	___
Presentation features are used correctly and creatively. (9 points)	___

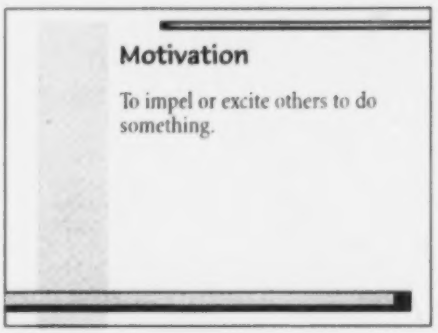
Total Points (50 points possible) ___

Sample Assessment Answer Key

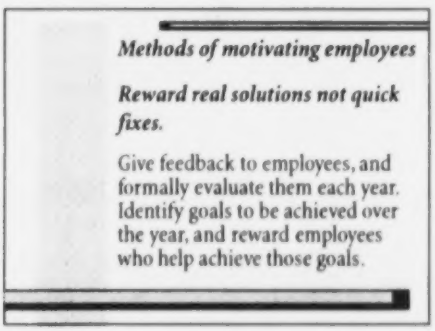
To receive all points possible each slide should include the following:



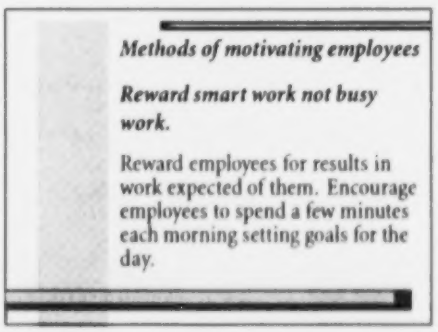
Slide 1



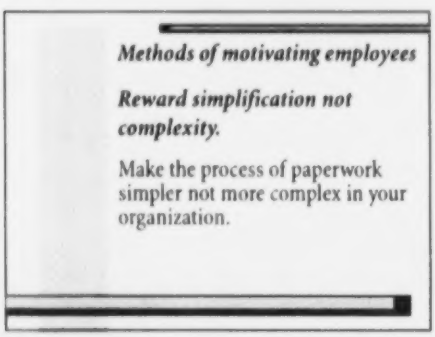
Slide 2


Methods of motivating employees
Reward real solutions not quick fixes.
Give feedback to employees, and formally evaluate them each year. Identify goals to be achieved over the year, and reward employees who help achieve those goals.

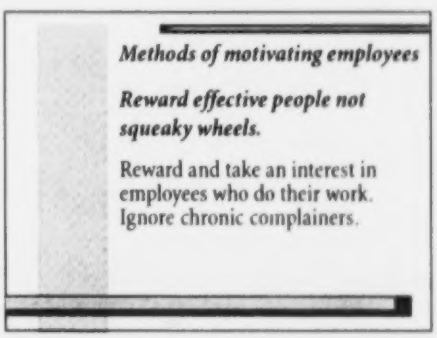
Slide 3


Methods of motivating employees
Reward smart work not busy work.
Reward employees for results in work expected of them. Encourage employees to spend a few minutes each morning setting goals for the day.

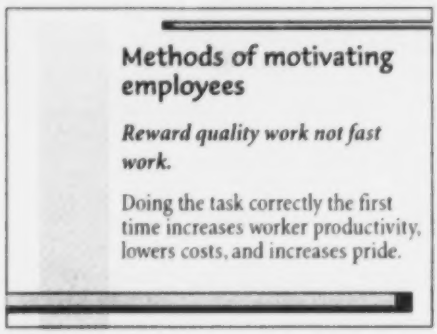
Slide 4


Methods of motivating employees
Reward simplification not complexity.
Make the process of paperwork simpler not more complex in your organization.

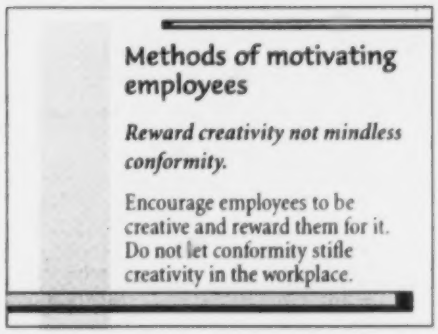
Slide 5


Methods of motivating employees
Reward effective people not squeaky wheels.
Reward and take an interest in employees who do their work. Ignore chronic complainers.

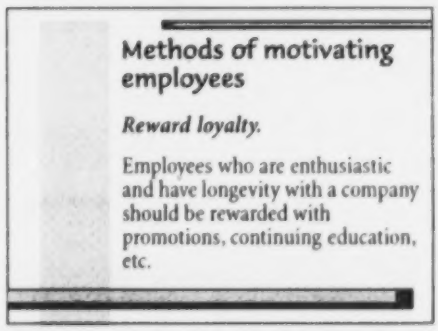
Slide 6


Methods of motivating employees
Reward quality work not fast work.
Doing the task correctly the first time increases worker productivity, lowers costs, and increases pride.

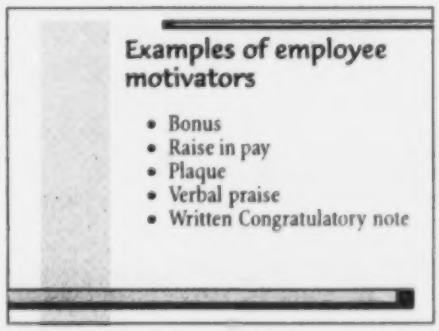
Slide 7


Methods of motivating employees
Reward creativity not mindless conformity.
Encourage employees to be creative and reward them for it. Do not let conformity stifle creativity in the workplace.

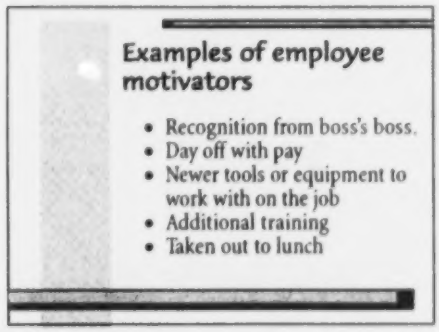
Slide 8


Methods of motivating employees
Reward loyalty.
Employees who are enthusiastic and have longevity with a company should be rewarded with promotions, continuing education, etc.

Slide 9



Slide 10


Examples of employee motivators
Recognition from boss's boss.
Day off with pay
Newer tools or equipment to work with on the job
Additional training
Taken out to lunch

Slide 11

107

Distinguishing Roles and Duties within an Organization

Learner Outcome

D5 Understand human relations in a marketing enterprise

Competency

D5b Distinguish roles and duties within an organization

Objective

Students will develop an organization chart for a current business and the expansion of that same business.

Activity

The GSL Wilson Company is a growing business and constantly reorganizing. It will be your job to develop an organizational chart after each reorganization.

Step 1 Using the graphic, drawing, or border/fill/shading features, draw lines, borders, and/or other shapes to develop an organizational chart for GSL Wilson Company's current system of management:

- Greg Wilson is the owner/proprietor of the GSL Wilson Company and performs all of the company duties in the areas of accounting, advertising, credit and collections, inventory, pricing, purchasing, and sales.

Step 2 Using the graphic, drawing, or border/fill/shading features, draw lines, borders, and/or other shapes to develop an organizational chart that reflects the following changes:

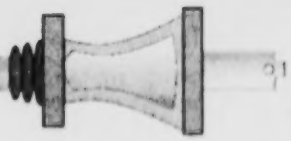
- Susan Wilson buys into the company as a full partner.
- Both Greg and Susan will be responsible for sales.
- Greg will now only be in charge of purchasing, pricing, and inventory.
- Susan is in charge of advertising, credit and collections, and accounting.

Step 3 Using the graphic, drawing, or border/fill/shading features, draw lines, borders, and/or other shapes to develop an organizational chart that reflects the following changes:

- Susan and Greg expand personnel by hiring two assistants Luke Jones and Becky Smith.
- Luke is assistant A and will work directly with Susan.
- Becky is assistant B and will work directly with Greg.

Step 4 Using the graphic, drawing, or border/fill/shading features, draw lines, borders, and/or other shapes to develop an organizational chart that reflects the following changes:

- Greg and Susan decide that the company needs a president and additional staff to handle the growing business.



- The president will have direct control over all units of the business.
- Greg Wilson becomes the president of the company, and Susan Wilson becomes the sales manager.
- Luke is promoted to production manager and Becky to controller.
- Susan, Luke, and Becky report to Greg Wilson.
- Susan Wilson has an assistant sales manager, Shane Johnson.
- The company expands to two branches: the G branch and the S branch. The G branch manager is Barbara Williams, and the S branch manager is Jim Stevens.
- Each of the branch managers supervises a sales representative. Barbara supervises Debbie Alton, and Jim supervises Greg Gibson.

Step 5 Using the graphic, drawing, or border/fill/shading features, draw lines, borders, and/or other shapes to modify the organizational chart created in step 4 so that it reflects the following changes:

- Staff specialists are also added to the organization as consultants. These staff specialists will have no authority but will give advice and assistance to the branch managers.
- The sales manager gained an advertising and promotion specialist and an inventory control specialist under her jurisdiction. These individuals are responsible to the sales manager, as is the assistant sales manager. In addition the specialists will have responsibilities in both company branches.

Approximate Time

80 minutes

109

Sample Assessment

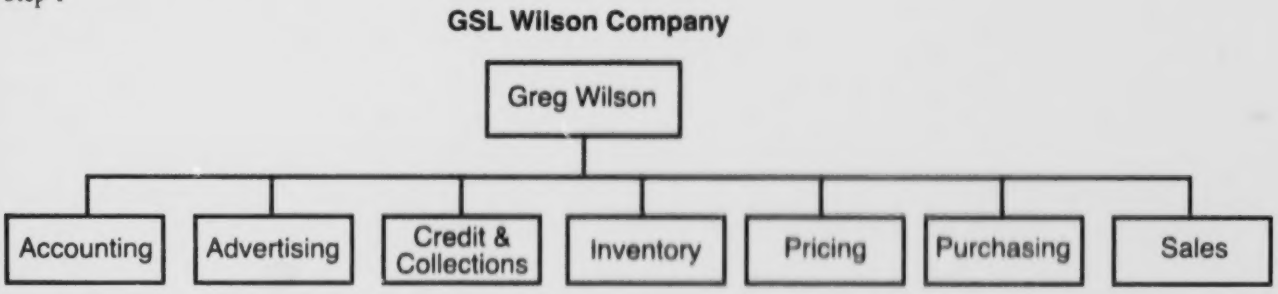
Step 1	The organizational chart reflects the current staff and staff responsibilities, and the chart is formatted appropriately. (5 points)	____
Step 2	The organizational chart reflects the changes in staff and staff responsibilities, and the chart is formatted appropriately. (10 points)	____
Step 3	The organizational chart reflects the changes in staff and staff responsibilities, and the chart is formatted appropriately. (20 points)	____
Step 4	The organizational chart reflects the changes in staff and staff responsibilities, and the chart is formatted appropriately. (25 points)	____
Step 5	The organizational chart reflects the changes in staff and staff responsibilities, and the chart is formatted appropriately. (40 points)	____

Total Points (100 possible points) ____

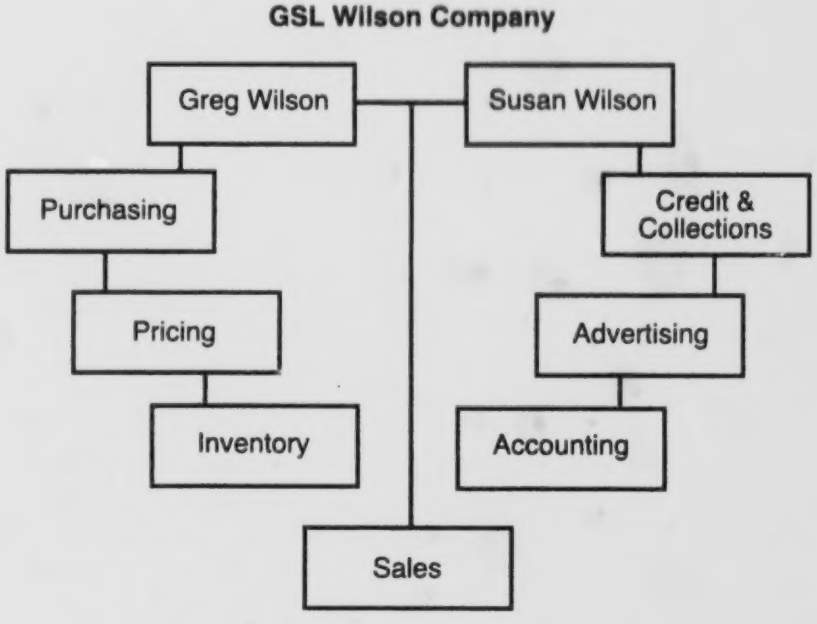
Sample Assessment Answer Key

To receive all possible points, the student's organizational chart should include the following:

Step 1



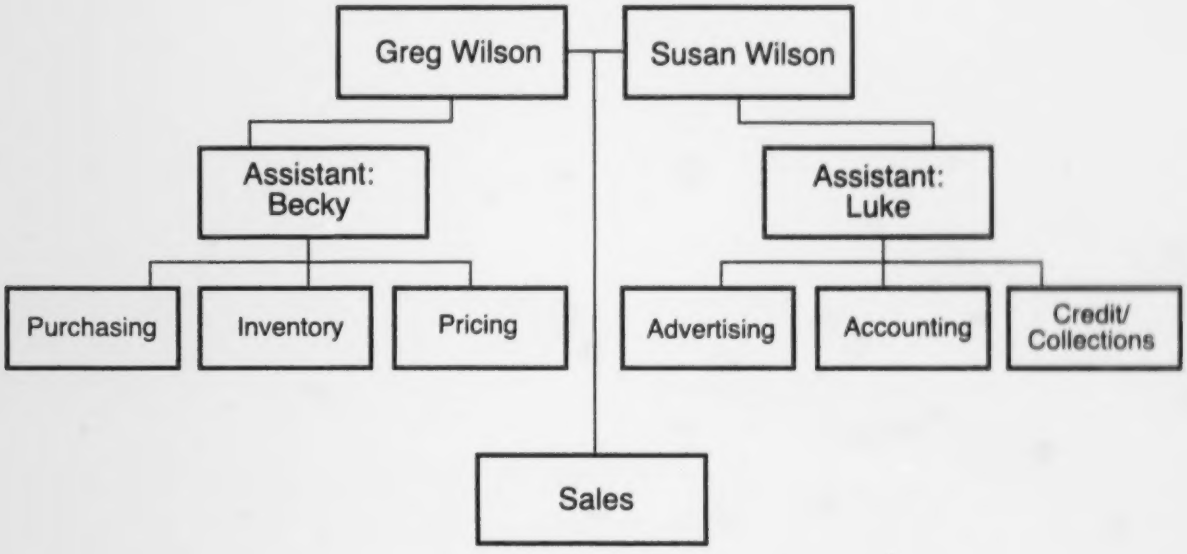
Step 2



111

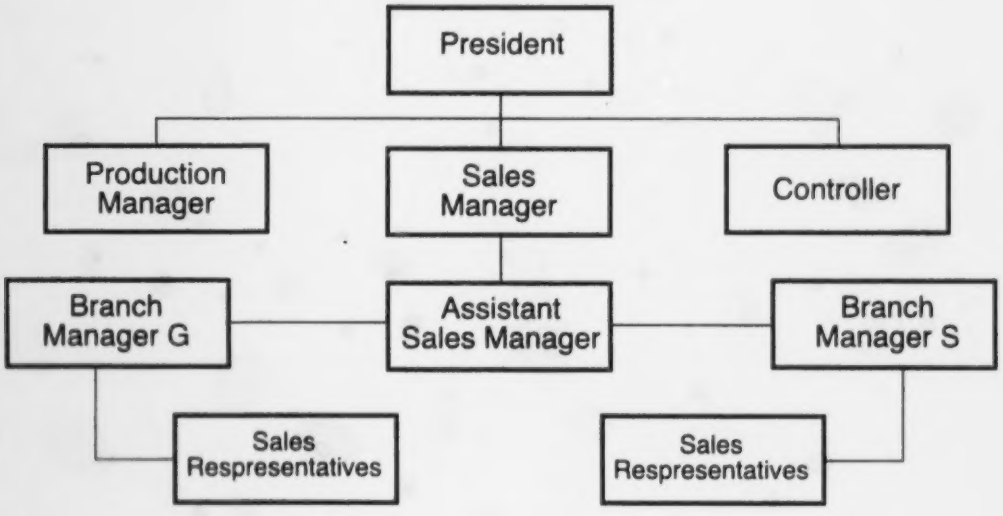
Step 3

GSL Wilson Company



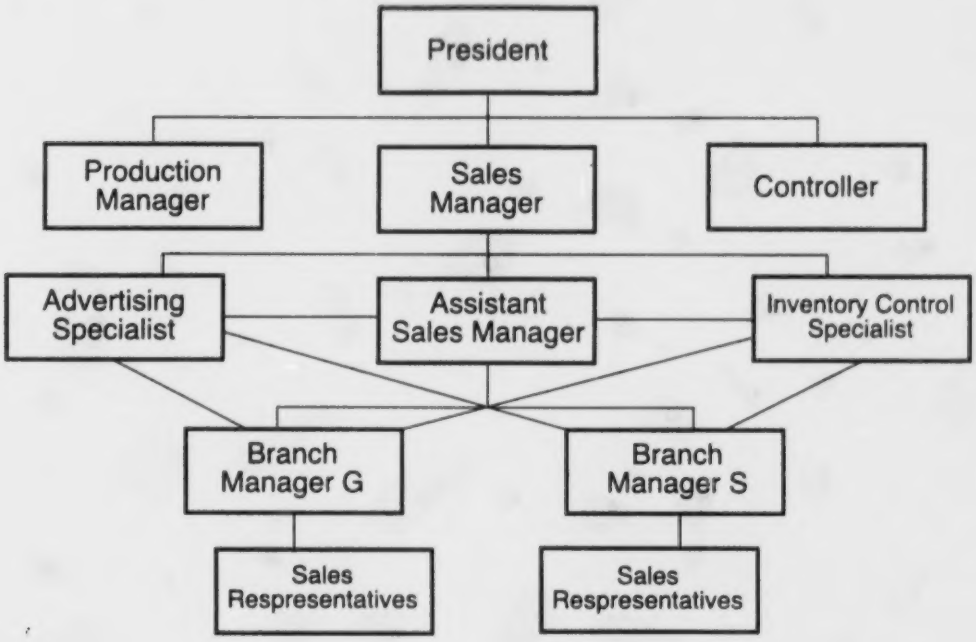
Step 4

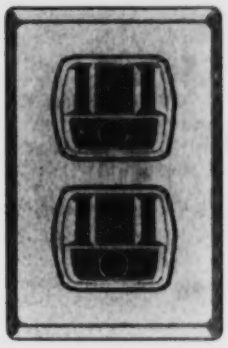
GSL Wilson Company



Step 5

GSL Wilson Company

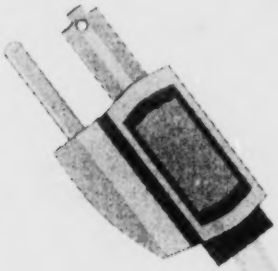




Marketing Operations

E1. Calculate prices of products or services

a. Explain the importance of pricing
b. Define the terminology used in pricing
c. Calculate mark-up and mark-downs
d. Calculate tax, discounts, and miscellaneous charges for purchases
e. Explain the techniques used in price marking



E2. Handle payments for purchases of products or services

a. Handle various types of payment for purchases
b. Handle returns for exchange, cash refunds, or charge credit
c. Handle COD and layaway sales transactions

E3. Operate a check-out area

a. Balance cash drawer against cash register reading
b. Handle cash transactions including change-making activities
* c. Maintain records of cash received and bank deposits

E4. Perform basic mathematical computations in marketing

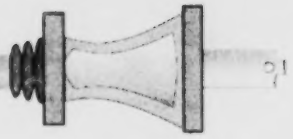
a. Perform addition and subtraction applications in marketing
b. Perform multiplication and division applications in marketing
c. Perform fraction and percentage applications in marketing

E5. Process purchase/payment forms and records

a. Authorize checks according to the firm's policy
* b. Complete purchase orders
* c. Complete packing slips and invoices
* d. Compare ways to ship merchandise in terms of cost and suitability
* e. Analyze discount date and due date to determine the amount of payment on an invoice

E6. Manage inventory

* a. Calculate stock turnover
* b. Maintain stock control records
* c. Determine relationships between stock and sales
* d. Interpret break-even points



* e. Interpret stock turnover in relation to department or company operating profits
* f. Check incoming stock and complete stock control records

E7. Understand financial statements

* a. Interpret financial statements
* b. Complete financial statements (i.e., balance sheet, income statement)
* c. Develop an understanding that effective marketing and business operations are based on adequate financial resources, budgeting, and proper use of credit
* d. Develop an awareness of specific applications of computers in marketing operations

E8. Understand inventory control

* a. Explain the importance of inventory control
* b. Identify importance of preventing stock shrinkage
* c. Explain the term perpetual inventory
d. Explain the procedures of a physical inventory
e. Identify external and internal security procedures

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing education class.

Calculating Prices of Products or Services

Learner Outcome

E1 Calculate prices of products or services

Competencies

E1c Calculate markup and markdowns
E1d Calculate tax, discounts, and miscellaneous charges for purchases

Objective

Using a department store setting, the student will calculate markup, markdowns, tax, and discounts.

Activity

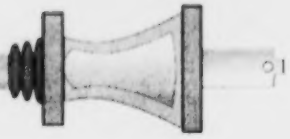
Part 1: Markdown

The department store where you work is having a 25% discount sale on selected houseware items. The department manager has asked you to create a markdown sheet in a spreadsheet software package.

Step 1 Open a spreadsheet document, and create a markdown worksheet by entering the following categories in separate columns: item, model number, selling price, markdown, and adjusted selling price. The table should be titled. Once the text is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 2 Enter the following items that will be subject to the sale's discount:

Item	Model #	Selling Price
Coffee Maker	A1544	$34.00
Coffee Maker	A1574	$35.00
Coffee Maker	A1594	$41.00
Coffee Maker	A1724	$47.00
Mixer	1231	$103.00
Mixer	1233	$120.00
Mixer	1235	$232.00
Toaster	78445	$18.00
Toaster	78447	$22.00
Toaster	78544	$27.00



Hint: If the column is not wide enough to accommodate the length of the numeric value, the cell will be filled with an error indicator, such as pound signs (#) or asterisks (*). If these indicators appear in the cell, widen the column.

Step 3 Using the formula or calculation function, calculate each item's markdown price. The markdown price is the product of: 25% *x* selling price.

Step 4 Using the formula or calculation function, determine each item's adjusted selling price. The selling price is the difference of the markdown from the selling price.

Part 2: Markup

The department store's candy department received a new line of candy, and the department manager has asked you to determine the candy's markup.

Step 1 Create a markup worksheet by entering the following categories in separate columns: candy type, retail price per pound, cost per pound, markup dollars, and markup percentage. The table should be titled. Once the text is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 2 Enter the new types of candy in the "candy type" column:

Candy Type	Retail Price/lb	Cost/lb.
Dark Chocolate Caramels	$8.50	$5.00
Milk Chocolate Caramels	$8.00	$5.00
Chocolate-covered Strawberries	$12.00	$6.00
Chocolate-covered cherries	$7.50	$3.00
Raspberry Cordials	$9.50	$4.00
Strawberry Cordials	$9.00	$4.00
Pecan Clusters	$11.00	$5.00
Butter Creams	$7.00	$3.00
Mint Creams	$6.50	$3.00
Raspberry Truffles	$8.25	$4.00

Once the text is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 3 Using the formula or calculation function, calculate each item's markup dollars. The markup is the difference of: retail price per pound - retail cost per pound.

Step 4 Using the formula or calculation function, calculate each item's markup percentage. Markup percentage is the quotient of: markup dollars ÷ retail price per pound.

Part 3: Sales Tax

The manager of the sporting goods department would like you to create a spreadsheet table that determines sales tax on purchases.

Step 1 Create a tax worksheet by entering the following categories in separate columns: merchandise total, tax rate, and total sale. The table should be titled. Once the text is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 2 Enter the cost of the merchandise purchased in the "merchandise total" column:

Item	Cost
Bike Pump	$27.50
Volleyball	32.50
Child's bicycle	$147.80
Running Shoes	87.00
Swimming goggles	$15.45

Step 3 Using formula or calculation functions, calculate each item's sales tax. The sales tax rate is 7.625%. Sales tax is the product of: merchandise total *x* tax rate.

Step 4 Using the formula or calculation functions, calculate the total sale cost of each item. The total sale is the sum of: merchandise cost + sales tax.

Part 4: Discounts

Employees at the department store receive a 15% discount off of their purchases. The department store manager would like you to create a spreadsheet table that calculates this discount.

Step 1 Create a discount worksheet by entering the following categories in separate columns: merchandise subtotal, employee discount, subtotal, sales tax, and grand total. The table should be titled. Once the text is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 2 Enter the cost of the merchandise purchased in the "merchandise subtotal" column:

Merchandise Purchased	Cost
Mixer	$25.40
Toy	$21.00
Picture Frame	$5.50
Socks	$2.00
Dress	$124.80
Lotion	$13.68
Towels	$46.54
T-shirt	$18.00
Shoes	$64.75
Pen	$3.70

Step 3 Using formula or calculation function, calculate the discount of each item. The discount rate is 15%. The discount is the quotient of: merchandise subtotal *x* discount rate.

Step 4 Using the formula or calculation function, calculate the cost of each item after the employee discount. The subtotal is the difference of: merchandise subtotal - employee discount.

Step 5 Using formula or calculation function, calculate each item's sales tax. The sales tax rate is 7.5%. Sales tax is the product of: subtotal *x* tax rate.

Step 6 Using formula or calculation function, calculate the grand total of each item. The grand total is the sum of: subtotal + sales tax.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 407-413.

Approximate Time

200 minutes

Sample Assessment

Part 1: Markdown

Step 1	The columns are labeled correctly and formatted appropriately. (5 points)	___
Step 2	The items are entered correctly and formatted appropriately. (5 points)	___
Step 3	Each item's markdown price is correct and the spreadsheet's functions were used correctly. (5 pts/item)	___
Step 4	Each item's adjusted selling price is correct and the spreadsheet's functions were used correctly. (5 pts/item)	___

Part 2: Markup

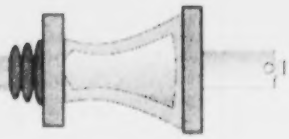
Step 1	The columns are labeled correctly and formatted appropriately. (5 points)	___
Step 2	The items are entered correctly and formatted appropriately. (5 points)	___
Step 3	Each item's markup dollars is correct and the spreadsheet's functions were used correctly. (5 pts/item)	___
Step 4	Each item's markup percentage is correct and the spreadsheet's functions were used correctly. (5 pts/item)	___

Part 3: Sales Tax

Step 1	The columns are labeled correctly and formatted appropriately. (5 points)	___
Step 2	The items are entered correctly and formatted appropriately. (5 points)	___
Step 3	Each item's sales tax is correct and the spreadsheet's functions were used correctly. (5 pts/item)	___
Step 4	Each item's total sale cost is correct and the spreadsheet's functions were used correctly. (5 pts/item)	___

Part 4: Discounts

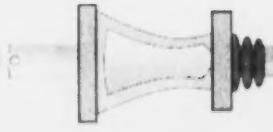
Step 1	The columns are labeled correctly and formatted appropriately. (5 points)	___
Step 2	The items are entered correctly and formatted appropriately. (5 points)	___



Step 3	Each item's discount rate is correct and the spreadsheet's functions were used correctly. (5 pts/item)	___
Step 4	Each item's subtotal is correct and the spreadsheet's functions were used correctly. (5 pts/item)	___
Step 5	Each item's sales tax is correct and the spreadsheet's functions were used correctly. (5 pts/item)	___
Step 6	Each item's grand total is correct and the spreadsheet's functions were used correctly. (5 pts/item)	___

Total Points (490 possible points) ___

121



Sample Assessment Answer Key

To receive all points possible the spreadsheet tables should include the following:

Part 1: Markdown

Step 1

	A	B	C	D	E
1	Markdown Sheet for Housewares - 25%				
2	Item	Model #	Selling Price	Markdown	Adjusted Selling

Step 2

	A	B	C	D	E
1	Markdown Sheet for Housewares - 25%				
2	Item	Model #	Selling Price	Markdown	Adjusted Selling
3	Coffee Maker	A1544	$ 34.00		
4	Coffee Maker	A1574	$ 35.00		
5	Coffee Maker	A1594	$ 41.00		
6	Coffee Maker	A1724	$ 47.00		
7	Mixer	1231	$ 103.00		
8	Mixer	1233	$ 120.00		
9	Mixer	1235	$ 232.00		
10	Toaster	78445	$ 18.00		
11	Toaster	78447	$ 22.00		
12	Toaster	78544	$ 27.00		

Step 3

	A	B	C	D	E
1	Markdown Sheet for Housewares - 25%				
2	Item	Model #	Selling Price	Markdown	Adjusted Selling
3	Coffee Maker	A1544	$ 34.00	$ 8.50	
4	Coffee Maker	A1574	$ 35.00	$ 8.75	
5	Coffee Maker	A1594	$ 41.00	$ 10.25	
6	Coffee Maker	A1724	$ 47.00	$ 11.75	
7	Mixer	1231	$ 103.00	$ 25.75	
8	Mixer	1233	$ 120.00	$ 30.00	
9	Mixer	1235	$ 232.00	$ 58.00	
10	Toaster	78445	$ 18.00	$ 4.50	
11	Toaster	78447	$ 22.00	$ 5.50	
12	Toaster	78544	$ 27.00	$ 6.75	

Step 4

	A	B	C	D	E
1	Markdown Sheet for Housewares - 25%				
2	Item	Model #	Selling Price	Markdown	Adjusted Selling
3	Coffee Maker	A1544	$ 34.00	$ 8.50	$ 25.50
4	Coffee Maker	A1574	$ 35.00	$ 8.75	$ 26.25
5	Coffee Maker	A1594	$ 41.00	$ 10.25	$ 30.75
6	Coffee Maker	A1724	$ 47.00	$ 11.75	$ 35.25
7	Mixer	1231	$ 103.00	$ 25.75	$ 77.25
8	Mixer	1233	$ 120.00	$ 30.00	$ 90.00
9	Mixer	1235	$ 232.00	$ 58.00	$ 174.00
10	Toaster	78445	$ 18.00	$ 4.50	$ 13.50
11	Toaster	78447	$ 22.00	$ 5.50	$ 16.50
12	Toaster	78544	$ 27.00	$ 6.75	$ 20.25

Part 2: Markup

Step 1

	A	B	C	D	E
1	Candy Department Markup				
2	Candy	Retail Price per pound	Cost per pound	Markup Dollars	Markup Percentage

Step 2

	A	B	C	D	E
1	Candy Department Markup				
2	Candy	Retail Price per pound	Cost per pound	Markup Dollars	Markup Percentage
3	Dark Chocolate Caramels	$ 8.50	$ 5.00		
4	Milk Chocolate Caramels	$ 8.00	$ 5.00		
5	Chocolate Covered Strawberries	$ 12.00	$ 6.00		
6	Chocolate Covered Cherries	$ 7.50	$ 3.00		
7	Raspberry Cordials	$ 9.50	$ 4.00		
8	Strawberry Cordials	$ 9.00	$ 4.00		
9	Pecan Clusters	$ 11.00	$ 5.00		
10	Butter Creams	$ 7.00	$ 3.00		
11	Mint Creams	$ 6.50	$ 3.00		
12	Raspberry Truffles	$ 8.25	$ 4.00		

Step 3

	A	B	C	D	E
1	Candy Department Markup				
2	Candy	Retail Price per pound	Cost per pound	Markup Dollars	Markup Percentage
3	Dark Chocolate Caramels	$ 8.50	$ 5.00	$ 3.50	
4	Milk Chocolate Caramels	$ 8.00	$ 5.00	$ 3.00	
5	Chocolate Covered Strawberries	$ 12.00	$ 6.00	$ 6.00	
6	Chocolate Covered Cherries	$ 7.50	$ 3.00	$ 4.50	
7	Raspberry Cordials	$ 9.50	$ 4.00	$ 5.50	
8	Strawberry Cordials	$ 9.00	$ 4.00	$ 5.00	
9	Pecan Clusters	$ 11.00	$ 5.00	$ 6.00	
10	Butter Creams	$ 7.00	$ 3.00	$ 4.00	
11	Mint Creams	$ 6.50	$ 3.00	$ 3.50	
12	Raspberry Truffles	$ 8.25	$ 4.00	$ 4.25	

Step 4

	A	B	C	D	E
1	Candy Department Markup				
2	Candy	Retail Price per pound	Cost per pound	Markup Dollars	Markup Percentage
3	Dark Chocolate Caramels	$ 8.50	$ 5.00	$ 3.50	41%
4	Milk Chocolate Caramels	$ 8.00	$ 5.00	$ 3.00	38%
5	Chocolate Covered Strawberries	$ 12.00	$ 6.00	$ 6.00	50%
6	Chocolate Covered Cherries	$ 7.50	$ 3.00	$ 4.50	60%
7	Raspberry Cordials	$ 9.50	$ 4.00	$ 5.50	58%
8	Strawberry Cordials	$ 9.00	$ 4.00	$ 5.00	56%
9	Pecan Clusters	$ 11.00	$ 5.00	$ 6.00	55%
10	Butter Creams	$ 7.00	$ 3.00	$ 4.00	57%
11	Mint Creams	$ 6.50	$ 3.00	$ 3.50	54%
12	Raspberry Truffles	$ 8.25	$ 4.00	$ 4.25	52%

Part 3: Sales Tax

Step 1

1	Sporting Goods		
2	Merchandise Total	Tax Rate 7.625%	Total Sale

Step 2

	A	B	C
1	Sporting Goods		
2	Merchandise Total	Tax Rate 7.625%	Total Sale
3	$ 27.50		
4	$ 32.50		
5	$ 147.80		
6	$ 87.00		
7	$ 15.45		

Step 3

	A	B	C
1	Sporting Goods		
2	Merchandise Total	Tax Rate 7.625%	Total Sale
3	$ 27.50	$ 2.10	
4	$ 32.50	$ 2.48	
5	$ 147.80	$ 11.27	
6	$ 87.00	$ 6.63	
7	$ 15.45	$ 1.18	

Step 4

	A	B	C
1	Sporting Goods		
2	Merchandise Total	Tax Rate 7.625%	Total Sale
3	$ 27.50	$ 2.10	$ 29.60
4	$ 32.50	$ 2.48	$ 34.98
5	$ 147.80	$ 11.27	$ 159.07
6	$ 87.00	$ 6.63	$ 93.63
7	$ 15.45	$ 1.18	$ 16.63

Part 4: Discounts

Step 1

	A	B	C	D	E
		Employee Discounts			
1	Merchandise Subtotal	Employee Discount 15%	Subtotal	Sales Tax 7.5%	Grand Total

Step 2

	A	B	C	D	E
	Employee Discounts				
1	Merchandise Subtotal	Employee Discount 15%	Subtotal	Sales Tax 7.5%	Grand Total
2	$ 25.40				
3	$ 21.00				
4	$ 5.50				
5	$ 2.00				
6	$ 124.80				
7	$ 13.68				
8	$ 46.54				
9	$ 18.00				
10	$ 64.75				

Step 3

	A	B	C	D	E
	Employee Discounts				
1	Merchandise Subtotal	Employee Discount 15%	Subtotal	Sales Tax 7.5%	Grand Total
2	$ 25.40	$ 3.81			
3	$ 21.00	$ 3.15			
4	$ 5.50	$ 0.83			
5	$ 2.00	$ 0.30			
6	$ 124.80	$ 18.72			
7	$ 13.68	$ 2.05			
8	$ 46.54	$ 6.98			
9	$ 18.00	$ 2.70			
10	$ 64.75	$ 9.71			
11	$ 3.70	$ 0.56			

Step 4

	A	B	C	D	E
	Employee Discounts				
1	Merchandise Subtotal	Employee Discount 15%	Subtotal	Sales Tax 7.5%	Grand Total
2	$ 25.40	$ 3.81	$ 21.59		
3	$ 21.00	$ 3.15	$ 17.85		
4	$ 5.50	$ 0.83	$ 4.68		
5	$ 2.00	$ 0.30	$ 1.70		
6	$ 124.80	$ 18.72	$ 106.08		
7	$ 13.68	$ 2.05	$ 11.63		
8	$ 46.54	$ 6.98	$ 39.56		
9	$ 18.00	$ 2.70	$ 15.30		
10	$ 64.75	$ 9.71	$ 55.04		
11	$ 3.70	$ 0.56	$ 3.15		

Step 5

	A	B	C	D	E
		Employee Discounts			
1	Merchandise Subtotal	Employee Discount 15%	Subtotal	Sales Tax 7.5%	Grand Total
2	$ 25.40	$ 3.81	$ 21.59	$ 1.62	
3	$ 21.00	$ 3.15	$ 17.85	$ 1.34	
4	$ 5.50	$ 0.83	$ 4.68	$ 0.35	
5	$ 2.00	$ 0.30	$ 1.70	$ 0.13	
6	$ 124.80	$ 18.72	$ 106.08	$ 7.96	
7	$ 13.68	$ 2.05	$ 11.63	$ 0.87	
8	$ 46.54	$ 6.98	$ 39.56	$ 2.97	
9	$ 18.00	$ 2.70	$ 15.30	$ 1.15	
10	$ 64.75	$ 9.71	$ 55.04	$ 4.13	
11	$ 3.70	$ 0.56	$ 3.15	$ 0.24	

Step 6

	A	B	C	D	E
		Employee Discounts			
1	Merchandise Subtotal	Employee Discount 15%	Subtotal	Sales Tax 7.5%	Grand Total
2	$ 25.40	$ 3.81	$ 21.59	$ 1.62	$ 23.21
3	$ 21.00	$ 3.15	$ 17.85	$ 1.34	$ 19.19
4	$ 5.50	$ 0.83	$ 4.68	$ 0.35	$ 5.03
5	$ 2.00	$ 0.30	$ 1.70	$ 0.13	$ 1.83
6	$ 124.80	$ 18.72	$ 106.08	$ 7.96	$ 114.04
7	$ 13.68	$ 2.05	$ 11.63	$ 0.87	$ 12.50
8	$ 46.54	$ 6.98	$ 39.56	$ 2.97	$ 42.53
9	$ 18.00	$ 2.70	$ 15.30	$ 1.15	$ 16.45
10	$ 64.75	$ 9.71	$ 55.04	$ 4.13	$ 59.17
11	$ 3.70	$ 0.56	$ 3.15	$ 0.24	$ 3.38

Handling Cash Transactions

Learner Outcome

E3: Operate a checkout area

Competency

E3b: Handle cash transactions including change-making activities

Objective

The student will make change for a variety of sales transactions.

Activity

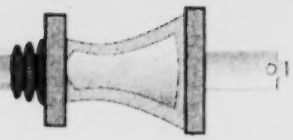
Note: This activity should be used with a change-making demonstration. As students demonstrate change-making skills at the cash drawer, this computer-based activity of change-making skills can also be completed.

Step 1 Open a spreadsheet document, and create a worksheet for determining change by entering the following categories in separate columns: sale total, cash received, pennies, nickels, dimes, quarters, ones, fives, tens, and twenties. The table should be titled. Once the text is entered, use formatting, font, and style features to adjust column size and text and number appearance.

Step 2 Enter the following totals of a sale and the amount received from the purchaser:

Sales Total	Cash Received
$20.13	$25.00
$16.52	$20.00
$0.13	$1.00
$5.41	$10.00
$18.02	$20.00
$1.52	$20.00
$3.71	$5.00
$0.18	$5.00
$14.03	$20.00
$4.17	$10.00

Once the text is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.



Hint: If the column is not wide enough to accommodate the length of the numeric value, the cell will be filled with an error indicator, such as pound signs (#) or asterisks (*). If these indicators appear in the cell, widen the column.

Step 3 Using formula or calculation functions, determine the amount of change that should be given to the purchaser.

Step 4 Manually type in the number of coins and bills to be given as change. The correct change is the least amount of coins and bills possible.

Step 5 Insert a column and using the formula or calculation function, enter a formula that multiplies the number of coins and bills in each column by that column's money value. For instance, if you indicated that the change due was 3 dollars and 3 dimes and 2 pennies, the formula would be: $3 x 1 + 3 x .10 + 2 x .01$. The total in this column should equal the total in "total change" column.

Step 6 Repeat steps 1-5 for the following transactions:

Sales Total	Cash Received	Sales Total	Cash Received	Sales Total	Cash Received	Sales Total	Cash Received
$1.05	$20.00	$32.74	$50.00	$17.01	$20.00	$87.21	$100.00
$3.15	$5.00	$24.78	$30.00	$3.02	$10.00	$59.25	$60.00
$4.25	$5.00	$22.55	$40.00	$41.13	$50.00	$0.13	$5.00
$7.81	$10.00	$35.86	$40.00	$35.25	$40.00		
$196.25	$200.00	$12.34	$20.00	$21.03	$40.00		
$34.77	$40.00	$34.52	$40.00	$2.87	$5.00		
$51.47	$60.00	$0.33	$5.00	$5.04	$10.00		
$87.45	$100.00	$1.47	$5.00	$12.03	$20.00		
$48.74	$50.00	$28.87	$30.00	$4.08	$5.00		
$52.47	$60.00	$18.69	$20.00	$32.87	$40.00		

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 231-232.

Approximate Time

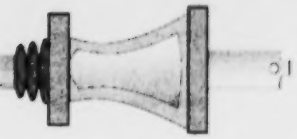
100 minutes

Sample Assessment

To receive all points possible the spreadsheet tables should include the following:

Step 1	The columns are labeled correctly and formatted appropriately. (5 points)	___
Step 2	The items are entered correctly and formatted appropriately. (5 points)	___
Step 3	The amount of change is correct for each transaction and the spreadsheet's functions were used correctly. (5 pts/transaction)	___
Step 4	The amount of coins and bills is correct for each transaction and the least amount of coins and bills were used. (2 pts/transaction)	___
Step 5	The amount in the total change column matches the formula added the value of the determined change. (2 pts/ total)	___
Step 6	The amount of change is correct for each transaction and the spreadsheet's functions were used correctly. (5 pts/transaction)	___
	The amount of coins and bills is correct for each transaction and the least amount of coins and bills were used. (2 pts/transaction)	___

Total Points ___



Sample Assessment Answer Key

To receive all points possible the spreadsheet tables and charts should include the following:

Step 1

	A	B	C	D	E	F	G	H	I	J
1						Change				
2	Sale Total	Cash Received	Pennies	Nickels	Dimes	Quarters	Ones	Fives	Tens	Twenties

Step 2

	A	B		C	D	E	F	G	H	I	J
1						Change					
2	Sale Total	Cash Received	Total Change	Pennies	Nickels	Dimes	Quarters	Ones	Fives	Tens	Twenties
3	$ 20.13	$ 25.00									
4	$ 16.52	$ 20.00									
5	$ 0.13	$ 1.00									
6	$ 5.41	$ 10.00									
7	$ 18.02	$ 20.00									
8	$ 1.52	$ 20.00									
9	$ 3.71	$ 5.00									
10	$ 0.18	$ 5.00									
11	$ 14.03	$ 20.00									
12	$ 4.17	$ 10.00									

Step 3

	A	B	C	D	E	F	G	H	I	J	K
1							Change				
2	Sale Total	Cash Received	Total Change	Pennies	Nickels	Dimes	Quarters	Ones	Fives	Tens	Twenties
3	$ 20.13	$ 25.00	$ 4.87								
4	$ 16.52	$ 20.00	$ 3.48								
5	$ 0.13	$ 1.00	$ 0.87								
6	$ 5.41	$ 10.00	$ 4.59								
7	$ 18.02	$ 20.00	$ 1.98								
8	$ 1.52	$ 20.00	$ 18.48								
9	$ 3.71	$ 5.00	$ 1.29								
10	$ 0.18	$ 5.00	$ 4.82								
11	$ 14.03	$ 20.00	$ 5.97								
12	$ 4.17	$ 10.00	$ 5.83								

Step 4

	A	B	C	D	E	F	G	H	I	J	K
1							Change				
2	Sale Total	Cash Received	Total Change	Pennies	Nickels	Dimes	Quarters	Ones	Fives	Tens	Twenties
3	$ 20.13	$ 25.00	$ 4.87	2		1	3	4			
4	$ 16.52	$ 20.00	$ 3.48	3		2	1	3			
5	$ 0.13	$ 1.00	$ 0.87	2		1	3				
6	$ 5.41	$ 10.00	$ 4.59	4	1		2	4			
7	$ 18.02	$ 20.00	$ 1.98	3		2	3	1			
8	$ 1.52	$ 20.00	$ 18.48	3		2	1	3	1	1	
9	$ 3.71	$ 5.00	$ 1.29	4			1	1			
10	$ 0.18	$ 5.00	$ 4.82	2	1		3	4			
11	$ 14.03	$ 20.00	$ 5.97	2		2	3		1		
12	$ 4.17	$ 10.00	$ 5.83	3	1		3		1		

Step 5

	A	B	C	D	E	F	G	H	I	J	K	L
1							Change					
2	Sale Total	Cash Received	Total Change	Pennies	Nickels	Dimes	Quarters	Ones	Fives	Tens	Twenties	
3	$ 20.13	$ 25.00	$ 4.87	2		1	3	4				$ 4.87
4	$ 16.52	$ 20.00	$ 3.48	3		2	1	3				$ 3.48
5	$ 0.13	$ 1.00	$ 0.87	2		1	3					$ 0.87
6	$ 5.41	$ 10.00	$ 4.59	4	1		2	4				$ 4.59
7	$ 18.02	$ 20.00	$ 1.98	3		2	3	1				$ 1.98
8	$ 1.52	$ 20.00	$ 18.48	3		2	1	3	1	1		$ 18.48
9	$ 3.71	$ 5.00	$ 1.29	4			1	1				$ 1.29
10	$ 0.18	$ 5.00	$ 4.82	2	1		3	4				$ 4.82
11	$ 14.03	$ 20.00	$ 5.97	2		2	3		1			$ 5.97
12	$ 4.17	$ 10.00	$ 5.83	3	1		3		1			$ 5.83

Step 6

	A	B	C	D	E	F	G	H	I	J	K	L
1							Change					
2	Sale Total	Cash Received	Total Change	Pennies	Nickels	Dimes	Quarters	Ones	Fives	Tens	Twenties	
3	$ 1.05	$ 20.00	$ 18.95			2	3	3	1	1		$ 18.95
4	$ 3.15	$ 5.00	$ 1.85			1	3	1				$ 1.85
5	$ 4.25	$ 5.00	$ 0.75				3					$ 0.75
6	$ 7.81	$ 10.00	$ 2.19	4	1	1		2				$ 2.19
7	$ 196.25	$ 200.00	$ 3.75				3	3				$ 3.75
8	$ 34.77	$ 40.00	$ 5.23	3		2			1			$ 5.23
9	$ 51.47	$ 60.00	$ 8.53	3			2	3	1			$ 8.53
10	$ 87.45	$ 100.00	$ 12.55		1		2	2		1		$ 12.55
11	$ 48.74	$ 50.00	$ 1.26	1			1	1				$ 1.26
12	$ 52.47	$ 60.00	$ 7.53	3			2	2	1			$ 7.53
13	$ 32.74	$ 50.00	$ 17.26	1			1	2	1	1		$ 17.26
14	$ 24.78	$ 30.00	$ 5.22	2		2			1			$ 5.22
15	$ 22.55	$ 40.00	$ 17.45			2	1	2	1	1		$ 17.45
16	$ 35.86	$ 40.00	$ 4.14	4		1		4				$ 4.14
17	$ 12.34	$ 20.00	$ 7.66	1	1	1	2	2	1			$ 7.66
18	$ 34.52	$ 40.00	$ 5.48	3		2	1		1			$ 5.48
19	$ 0.33	$ 5.00	$ 4.67	2	1	1	2	4				$ 4.67
20	$ 1.47	$ 5.00	$ 3.53	3			2	3				$ 3.53
21	$ 28.87	$ 30.00	$ 1.13	3		1		1				$ 1.13
22	$ 18.69	$ 20.00	$ 1.31	1	1		1	1				$ 1.31
23	$ 17.01	$ 20.00	$ 2.99	4		2	3	2				$ 2.99
24	$ 3.02	$ 10.00	$ 6.98	3		2	3	1	1			$ 6.98
25	$ 41.13	$ 50.00	$ 8.87	2		1	3	3	1			$ 8.87
26	$ 35.25	$ 40.00	$ 4.75				3	4				$ 4.75
27	$ 21.03	$ 40.00	$ 18.97	2		2	3	3	1	1		$ 18.97
28	$ 2.87	$ 5.00	$ 2.13	3		1		2				$ 2.13
29	$ 5.04	$ 10.00	$ 4.96	1		2	3	4				$ 4.96
30	$ 12.03	$ 20.00	$ 7.97	2		2	3	2	1			$ 7.97
31	$ 4.08	$ 5.00	$ 0.92	2	1	1	3					$ 0.92
32	$ 32.87	$ 40.00	$ 7.13	3		1		2	1			$ 7.13
33	$ 87.21	$ 100.00	$ 12.79	4			3	2		1		$ 12.79
34	$ 59.25	$ 60.00	$ 0.75				3					$ 0.75
35	$ 0.13	$ 5.00	$ 4.87	2		1	3	4				$ 4.87

Performing Basic Mathematical Computations

Learner Outcome

E4: Perform basic mathematical computations in marketing

Competencies

E4a: Perform addition and subtraction applications in marketing
E4b: Perform multiplication and division applications in marketing
E4c: Perform fraction and percentage applications in marketing

Objective

The student will perform basic mathematical marketing computations using a computer spreadsheet.

Activity

You are working for Tina's Toy Shop, and the owner has asked you to create a new sales slip. You will create a sales slip template then fill it in for some customer sales.

Part 1: Create a Sales Slip

Step 1 Create a sales slip by entering the following categories in separate columns: quantity, description, price, and total. Once the text is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 2 The top portion of the sales slip should contain the store's name and the store's logo. Insert an appropriate number of rows above the category columns. To create a space for the store's name and logo, use the draw features, such as a text box, or use the cell appearance features to fill in the appropriate number of rows and columns. Make sure to position this space in an appropriate position above the columns listing the sales slip categories.

Step 3 Type in the toy store's name and address, then use font features to adjust the appearance. Insert a picture of the store's logo (use appropriate clip art, if available). (The row height may need to be adjusted to accommodate the picture, if the fill feature was used.) Create a space for the date.

Step 4 After leaving enough rows to enter purchased items, type headers in the cells to the left of the cells that will contain the subtotal of purchase, the sales tax, and the total amount. Use the calculations or formula keys to insert the following formula in the appropriate cell:

- Product total is the product of: quantity *x* price.
- Subtotal is a sum of the total column.
- Tax is a product of: subtotal *x* tax rate. (The tax rate for this activity will be 7.5%.)

- Total is the sum of: subtotal + tax.

These cells should appear at the bottom of the "price" and "total" column. Use the draw or cell formatting features to eliminate the cells to the left of the subtotal, tax, and total cells.

Step 5 Once the text and graphics are entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 6 To allow for four sales slips to print per page, use the spreadsheet's editing features to copy and paste the sales slip to the same number of rows and columns to the right and below the rows and columns containing the sales slip. Ensure that all the sales slips can be printed on one page.

Step 7 Use the template feature to convert the sales slip form into a template.

Part 2: Using the Sales Slip

Step 1 Enter the following purchase information into the appropriate sales slip:

Sales Slip	Quantity	Description	Price
1	2	Puppies	$11.99
	1	Game	$18.99
2	1	Video Game	$59.99
	2	Birthday Invitations	$2.29
3	4	Play Sets	$4.95
	1	Rattle	$2.99
	2	Plush Toys	$6.99
4	2	Party Favors	$3.99
	3	Whistles	$.99
	1	Pinata	$15.99
5	4	Action Figures	$5.29
	2	Nail Polish	$1.99
	2	Gum	$.59
6	2	Puzzles	$8.95
	5	Books	$2.99
	1	Quiz Cards	$8.99
7	2	Trucks	$8.95
	3	Cars	$4.99
	1	Tractor	$15.99
8	4	Doll Clothes	$4.99
	2	Doll Shoe Package	$2.95
	1	Horse	$8.99
	2	Dolls	$15.95

As you type this information into the sales slip, the total, subtotal, and total cells will automatically be calculated if the formula or calculation functions have been entered correctly in the sales slip.

Hint: If the column is not wide enough to accommodate the length of the numeric value, the cell will be filled with an error indicator, such as pound signs (#) or asterisks (*). If these indicators appear in the cell, widen the column.

Part 3: Modifying the Sales Slip

Tina's Toy Store is now accepting coupons. The sales slip must be adjusted to accommodate this new policy.

Step 1 In the row above the "Subtotal" row and in the "Description" column, type in text that identifies a reduction will be taken if a coupon is used.

Step 2 Modify the formula or calculation function so that the subtotal formula reflects the subtraction of the coupon. The subtotal is now the sum of total minus the coupon.

Step 3 Enter the following purchase and coupon information into the appropriate sales slip:

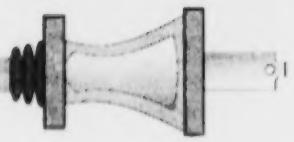
Sales Slip	Quantity	Description	Price
9	6	Action Figures	$4.99
	1	Pony	$12.99
		Coupon	$1.00
10	3	Dolls	$6.99
	2	Baby Bottles	$1.99
		Coupon	$1.50
11	2	Box Cars	$15.50
	1	Engine	$27.99
		Coupon	$5.00
12	1	Microscope	$85.00
	4	Trays	$4.50
		Coupon	$15.00

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Chapter 8.

Approximate Time

250 minutes



Sample Assessment

Part 1

Step 1	The columns are labeled correctly and formatted appropriately. (5 points)	___
Step 2	The spreadsheet's features are used appropriately to create a space for the store's name and logo. (5 points)	___
Step 3	The top portion of the sales slip contains the store's name and logo. (3 points)	___
	The store's name and logo are formatted appropriately. (2 points)	___
Step 4	Cells for subtotal of purchases, the sales tax, and the total amount are labeled correctly. (3 points)	___
	Formula or calculation features are used correctly. (May also be assessed at step 1 of part 2.) (5 pts/feature)	___
Step 5	The table is formatted appropriately. (5 points)	___
Step 6	Four sales slips appear per page. (3 points)	___
Step 7	The sales slip was saved as a template. (5 points)	___

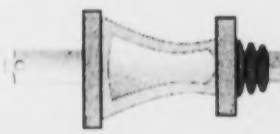
Part 2

Step 1	The purchase information is entered correctly. (1 pt/entry)	___
	The subtotal, sales tax, and total for each sales slip are correct. (2 pts/figure)	___

Part 3

Step 1	The cell for the coupon reduction is labeled correctly. (3 points)	___
Step 2	Formula or calculation features are used correctly. (May also be assessed at step 3 of part 3.) (5 pts/sales slip)	___
Step 3	The purchase and coupon information is entered correctly. (1 pt/entry)	___
	The subtotal, sales tax, and total for each sales slip are correct. (2 pts/figure)	___

Total Points



Sample Assessment Answer Key

To receive all points possible the spreadsheet tables should include the following:

Part 1

Tina's Toy Store

Date

Quantity	Description	Price	Total
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
		Subtotal	$ -
		Tax	$ -
		Total	$ -

Tina's Toy Store

Date

Quantity	Description	Price	Total
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
		Subtotal	$ -
		Tax	$ -
		Total	$ -

Tina's Toy Store

Date

Quantity	Description	Price	Total
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
		Subtotal	$ -
		Tax	$ -
		Total	$ -

Tina's Toy Store

Date

Quantity	Description	Price	Total
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
		Subtotal	$ -
		Tax	$ -
		Total	$ -

Part 2

Sales Slip 1

	A	B	C	D
1	Tina's Toy Store			
2				
3	Date			
4				
5	Quantity	Description	Price	Total
6	2	Puppies	$ 11.99	$ 23.98
7	1	Game	$ 18.99	$ 18.99
8				$ -
9				$ -
10				$ -
11				$ -
12				$ -
13				$ -
14			Subtotal	$ 42.97
15			Tax	$ 3.22
16			Total	$ 46.19

Sales Slip 2

	F	G	H	I
1	Tina's Toy Store			
2				
3	Date			
4				
5	Quantity	Description	Price	Total
6	1	Video Game	$ 59.99	$ 59.99
7	2	Birthday Invitations	$ 2.29	$ 4.58
8				$ -
9				$ -
10				$ -
11				$ -
12				$ -
13				$ -
14			Subtotal	$ 64.57
15			Tax	$ 4.84
16			Total	$ 69.41

Sales Slip 3

	A	B	C	D
18	Tina's Toy Store			
19				
20	Date			
21				
22	Quantity	Description	Price	Total
23	4	Play Sets	$ 4.95	$ 19.80
24	1	Rattle	$ 2.99	$ 2.99
25	2	Plush Toys	$ 6.99	$ 13.98
26				$ -
27				$ -
28				$ -
29				$ -
30				$ -
31			Subtotal	$ 36.77
32			Tax	$ 2.76
33			Total	$ 39.53
34				

Sales Slip 4

	F	G	H	I
18	Tina's Toy Store			
19				
20	Date			
21				
22	Quantity	Description	Price	Total
23	2	Party Favors	$ 3.99	$ 7.98
24	3	Whistles	$ 0.99	$ 2.97
25	1	Pinata	$ 15.99	$ 15.99
26				$ -
27				$ -
28				$ -
29				$ -
30				$ -
31			Subtotal	$ 26.94
32			Tax	$ 2.02
33			Total	$ 28.96

Part 3

Sales Slip 5

	A	B	C	D	E
1	Tina's Toy Store				
2					
3	Date				
4					
5	Quantity	Description	Price	Total	
6	4	Action Figures	$ 5.29	$ 21.16	
7	2	Nail Polish	$ 1.99	$ 3.98	
8	2	Gum	$ 0.59	$ 1.18	
9				$ -	
10				$ -	
11				$ -	
12				$ -	
13				$ -	
14			Subtotal	$ 26.32	
15			Tax	$ 1.97	
16			Total	$ 28.29	

Sales Slip 6

	F	G	H	I
1	Tina's Toy Store			
2				
3	Date			
4				
5	Quantity	Description	Price	Total
6	2	Puzzles	$ 8.95	$ 17.90
7	5	Books	$ 2.99	$ 14.95
8	1	Quiz Cards	$ 8.99	$ 8.99
9				$ -
10				$ -
11				$ -
12				$ -
13				$ -
14			Subtotal	$ 41.84
15			Tax	$ 3.14
16			Total	$ 44.98

Sales Slip 7

	A	B	C	D
18	Tina's Toy Store			
19				
20	Date			
21				
22	Quantity	Description	Price	Total
23	2	Trucks	$ 8.95	$ 17.90
24	3	Cars	$ 4.99	$ 14.97
25	1	Tractor	$ 15.99	$ 15.99
26				$ -
27				$ -
28				$ -
29				$ -
30				$ -
31			Subtotal	$ 48.86
32			Tax	$ 3.66
33			Total	$ 52.52
34				

Sales Slip 8

	F	G	H	I
18	Tina's Toy Store			
19				
20	Date			
21				
22	Quantity	Description	Price	Total
23	4	Doll Clothes	$ 4.99	$ 19.96
24	2	Doll Shoe Package	$ 2.95	$ 5.90
25	1	Horse	$ 8.99	$ 8.99
26	2	Dolls	$ 15.95	$ 31.90
27				$ -
28				$ -
29				$ -
30				$ -
31			Subtotal	$ 66.75
32			Tax	$ 5.01
33			Total	$ 71.76

Sales Slip 9

	A	B	C	D
1	Tina's Toy Store			
2				
3	Date			
4				
5	Quantity	Description	Price	Total
6	6	Action Figures	$ 4.99	$ 29.94
7	1	Pony	$ 12.99	$ 12.99
8				$ -
9				$ -
10				$ -
11				$ -
12				$ -
13		Less Coupon		$ 1.00
14			Subtotal	$ 41.93
15			Tax	$ 3.14
16			Total	$ 45.07

Sales Slip 10

	F	G	H	I
	Tina's Toy Store			
	Date			
	Quantity	Description	Price	Total
	3	Dolls	$ 6.99	$ 20.97
	2	Baby Bottles	$ 1.99	$ 3.98
				$ -
				$ -
				$ -
				$ -
				$ -
		Less Coupon		$ 1.50
			Subtotal	$ 23.45
			Tax	$ 1.76
			Total	$ 25.21

Sales Slip 11

	A	B	C	D
18	Tina's Toy Store			
19				
20	Date			
21				
22	Quantity	Description	Price	Total
23	2	Box Cars	$ 15.50	$ 31.00
24	1	Engine	$ 27.99	$ 27.99
25				$ -
26				$ -
27				$ -
28				$ -
29				$ -
30		Less Coupon		$ 5.00
31			Subtotal	$ 53.99
32			Tax	$ 4.05
33			Total	$ 58.04
34				

Sales Slip 12

	F	G	H	I
	Tina's Toy Store			
	Date			
	Quantity	Description	Price	Total
	1	Microscope	$ 85.00	$ 85.00
	4	Trays	$ 4.50	$ 18.00
				$ -
				$ -
				$ -
		Less Coupon		$ 15.00
			Subtotal	$ 88.00
			Tax	$ 6.60
			Total	$ 94.60

Completing a Purchase Order

Learner Outcome

E5: Process purchase/payment forms and records

Competency

E5b: Complete purchase orders

Objective

Students will design and prepare a purchase order.

Activity

You have been hired as executive assistant for Las Cosas de Oficinas. Your employer wants you to order some office supplies; however, the company does not have a purchase order form.

Part 1: Create a Purchase Order Form

Step 1 Using the table feature, create a table with columns for the following headings: item number, quantity, description of article, unit, unit price, and total amount. Adjust the size of the columns as appropriate. Use format features to adjust the font's appearance and position.

Hints: Some word processing software have tables with form features that allow you to specify what type of data should appear in the cell and how this data should appear. In addition, some word processing software allow you to create formulas in cells that perform mathematical calculations. Become familiar with the features of your software before completing this activity.

Step 2 Insert an appropriate number of rows above the headings for the masthead portion of the purchase order. The masthead should include the following:

- Company name, address, and phone number.
- An area to indicate who receives the invoice and shipment.
- An area for the name of the vendor or supplier.
- A space for the purchase order number.
- A space for the date.

Adjust the size of the row(s), and use format features to adjust the font's appearance and position.

Hint: You may need to group some cells/row/columns together to create the space needed for the masthead.

Step 3 In a row under the headings, create enough space to enter the items ordered.

Hints: You can create this space with one row or with several; however, if your table features allows you to enter calculations you should use a row for each item, which will allow calculations to be performed for that row. To make more than one row appear to be a large space, eliminate the horizontal borders on the rows.

Step 4 In rows below the area that list the items ordered, create an area for conditions, authorizing signature, subtotal, tax, and total. The conditions are as follows:

- Invoices should be in triplicate.
- No modifications by verbal understanding.
- The right is reserved to cancel an order if it is not filled in a reasonable time.

Use format features to adjust the font's appearance and position.

Hints: Subtotal, tax, and total should have their own cells so that formulas can be entered to automatically calculate these figures. Group the rows containing the conditions and signature information.

Part 2: Completing the Purchase Order

Step 1 Complete a purchase order for the following supplies from Office Supplies Inc., 1111 Elm Street, LaMesa, CA 90232:

Item #	Quantity	Description	Unit	Unit Cost
AAA-11115	3	Business envelopes	500	$20.50
AAA-2500I	1	Calculator	each	$79.95
AAA-13101	5	Ballpoint pens	12	$3.60

The purchase order number is 40452, and the tax rate is 7.5%.

Interdisciplinary Activity

Together with the Spanish teacher and students, develop the purchase order in Spanish also. Discuss how being bilingual is beneficial, especially in terms of employment.

Additional Computer Activity

If your computers are networked to a server, the teacher could assume the role of "supplier" and the students could assume the role of the Las Cosas de Oficinas' bookkeeper. Have the Las Cosas de Oficinas bookkeepers prepare the purchase order and email it to the supplier. The supplier could email an invoice back to Las Cosas de Oficinas.

Approximate Time

120 minutes

Sample Assessment

Part 1: Create a Purchase Order

Step 1	The headings are listed in a table and formatted appropriately. (5 points)	___
Step 2	The masthead contains the necessary information and is formatted appropriately. (10 points)	___
Step 3	There is space to enter items to order. (5 points)	___
Step 4	The bottom of the purchase order contains the conditions and appropriate headers. (10 points)	___

Part 2: Completing the Purchase Order

Step 1 All of the following information is correctly entered on the purchase order:

- Name of employee to receive invoice and shipment. (5 points) ___
- Name and address of supplier/vender. (5 points) ___
- Date. (5 points) ___
- Purchase Order Number. (5 points) ___
- Item number, quantity, description, unit, and unit cost are correct. (5 pts/item) ___
- Totals are correct. (5 pts/total) ___
- Total amount is correct. (5 points) ___
- Tax is correct. (5 points) ___
- Total due is correct. (10 points) ___

Total Points (100 possible points) ___

Part 1

LAS COSAS DE OFICINAS

300 Ridge Road
LaMesa, California 90231
Phone#: (816) 258-0000 Fax#: (816) 258-0001

Invoice and Ship To:

Purchase Order No.:

Date:

Vendor:

Item	Quantity	Description	Unit	Unit Cost	Total

Conditions:
1. Make invoices in triplicate.
2. No modifications by verbal understanding.
3. Right is reserved to cancel this order if it is not filled in a reasonable time.

Approved _____

Total Amount: _____
Tax: _____

Total Due: _____

Part 2

LAS COSAS DE OFICINAS

300 Ridge Road
LaMesa, California 90231
Phone#: (816) 258-0000 Fax#: (816) 258-0001

Invoice and Ship To: Student Name

Purchase Order No.: 40452

Date: Current Date

Vendor:

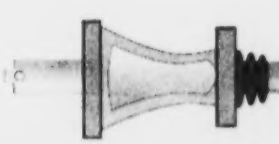
Office Supplies Inc.
1111 Elm Street
LaMesa, CA 90232

Item	Quantity	Description	Unit	Unit Cost	Total
AAA-11115	3	Business envelopes	500	$ 20.50	$ 61.50
AAA-2500I	1	Calculator	each	$ 79.95	$ 79.95
AAA-13101	5	Ballpoint pens	12	$ 3.60	$ 18.00

Conditions:
1. Make invoices in triplicate.
2. No modifications by verbal understanding.
3. Right is reserved to cancel this order if it is not filled in a reasonable time.

Approved _____

Total Amount: $ 159.45
Tax: $ 11.96
Total Due: $ 171.41



Processing a Payment Form

Learner Outcome

E5: Process purchase/payment forms and records

Competency

E5e: Analyze discount date and due date to determine the amount of payment on an invoice

Objective

Students will determine amounts to pay on invoices and properly write a check in payment for the amount.

Activity

You have been hired as a marketing finance manager for Kathie McCurry, owner of Burger Restaurant, 1207 Main Street, Field, Missouri 64628. Your first job is to design new checks for the restaurant and pay some bills. The restaurant's bank account number at Left Shore Bank is 121552258. The bank's address is 100 Broadway; Field, MO 64627.

Part 1: Design Checks

Step 1 Using draw or graphic features, draw a square roughly 2.5" x 6" in size. Use the features to create an appropriate border and color and/or pattern fill.

Step 2 If clip art is available, insert an appropriate image or picture, or using the draw or graphic features, create an appropriate image.

Step 3 Using the text features, insert labels for the parts of a check: company name and address, check number, ABA number, date, pay to the order of, amount box and line, bank address, signature line, "for" line, and account number. Use format features to adjust the font's appearance and position.

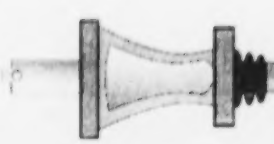
Part 2: Complete the Checks

Step 1 Copy the check ten times and complete them for the following invoices, making sure to consider due dates and terms and discounts:

Company	Payment Due	Terms	Invoice Date
E. Brooke Buns	$1,500.00	3/15 N 25	February 2
J. Shannon Special Sauce Company	$3,400.00	2/10 N 30	September 14
Alexandra Restaurant Amenities	$10,000.00	4/10 N 30	June 14
Jonathan Patrick Prints	$5,200.00	3/15 N 45	December 1
Katherine Kups	$750.00	4/12 N 60	May 9
Tricia Towers	$53,000.00	2/10 N 90	August 28
Amanda Richard Builders	$75,000.00	2/30 N 60	August 10
Sound Company	$64,000.00	3/15 N 30	March 1
NNP Playground Equipment	$30,575.50	2/10 N 30	May 30
LD Meat Market	$864.50	20/20 N 45	February 2

Suggested Time Frame

120 minutes



Sample Assessment

Part 1: Creating a Check

Step 1-2 The check is formatted appropriately, and, if a graphic is incorporated, it is appropriate. (5 points) ____

Step 3 All the parts of the check are labeled, and the company and bank information are correct. (10 points) ____

Part 2: Completing the Check

Step 1 The information and amounts on the check are correct. (10 pts/check) ____

Total Points (115 possible points) ____

Sample Assessment Answer Key

Part 1

Burger Restaurant
1207 Main Street
Field, Missouri 64627

101
125-94/3012

_____ 19 ___

Pay to the Order of _____ $ _____

_____ Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101

Part 2

Check 1

Burger Restaurant
1207 Main Street
Field, Missouri 64627

101
125-94/3012

February 7 19 97

Pay to the Order of E. Brooke Buns $ 1,455.00

One thousand four hundred fifty-five and 00/100 Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101

Check 2

Burger Restaurant
1207 Main Street
Field, Missouri 64627

101
125-94/3012

September 20 19 97

Pay to the Order of J. Shannon Special Sauce Company $ 3,332.00

Three thousand three hundred thirty-two and 00/100 Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101

Check 3

Burger Restaurant
1207 Main Street
Field, Missouri 64627

101
125-94/3012

June 17 19 97

Pay to the Order of Alexandra Restaurant Amenities $ 9,600.00

Nine thousand six hundred and 00/100 Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101

Check 4

Burger Restaurant
1207 Main Street
Field, Missouri 64627

101
125-94/3012

December 16 19 97

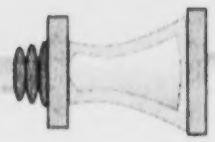
Pay to the Order of Jonathan Patrick Prints $ 5,044.00

Five thousand forty-four and 00/100 Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101



Check 5

Burger Restaurant 101
125-94/3012

1207 Main Street
Field, Missouri 64627

May 18 19 97

Pay to the Order of Katherine Kups $ 720.00

Seven hundred twenty and 00/100 Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101

Check 6

Burger Restaurant 101
125-94/3012

1207 Main Street
Field, Missouri 64627

September 1 19 97

Pay to the Order of Tricia Towers $ 51,940.00

Fifty-one thousand nine hundred forty and 00/100 Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101

Check 7

Burger Restaurant 101
125-94/3012

1207 Main Street
Field, Missouri 64627

September 8 19 97

Pay to the Order of Amanda Richard Builders $ 73,500.00

Seventy-three thousand five hundred and 00/100 Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101

Check 8

Burger Restaurant
1207 Main Street
Field, Missouri 64627

101
125-94/3012

March 12 19 97

Pay to the Order of Sound Company $ 62,080.00

Sixty-two thousand eighty and 00/100 Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101

Check 9

Burger Restaurant
1207 Main Street
Field, Missouri 64627

101
125-94/3012

June 5 19 97

Pay to the Order of NNP Playground Equipment $ 29,963.99

Twenty-nine thousand nine hundred sixty-three and 99/100 Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101

Check 10

Burger Restaurant
1207 Main Street
Field, Missouri 64627

101
125-94/3012

February 14 19 97

Pay to the Order of LD Meat Market $ 691.60

Six hundred and ninety-one and 60/100 Dollars

Left Shore Bank
100 Broadway
Field, Missouri 64627

For _____

':30121460':0121552258'"101

Completing a Financial Statement

Learner Outcome

E7: Understand financial statements

Competency

E7b: Complete financial statements (i.e., balance sheet, income statement)

Objective

The student will complete a balance sheet.

Activity

Shari Fisher just completed her second year of business as the owner of Shari's Cafe and has asked you to create and prepare her balance sheet.

Part 1: Create a Balance Sheet

Step 1 Create the letterhead portion of the balance sheet by putting the business' name and appropriate graphic across three cells in the first row. Once the text is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 2 In the second row, indicate that the table will be a balance sheet.

Step 3 The date should appear in the third row.

Step 4 The second and third columns in the fourth row should be labeled "Year 1" and "Year 2."

Step 5 The following categories should each be labeled in separate rows in order:

Current Assets
- Cash
- Accounts receivable
- Inventory

Fixed Assets
- Real estate
- Fixtures and equipment
- Vehicles

Other Assets
- Licenses

Total Assets

Current Liabilities
- Notes payable
- Accounts payable
- Accrued expenses
- Taxes owed

Long-term Liabilities
- Notes payable (due after one year)
- Other

Total Liabilities

Net Worth

Once the text is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 6 Use the formula or calculation feature so that the "Total Assets" and "Total Liabilities" cells for both years are a sum of all the assets and liabilities for that year.

Step 7 Use the formula or calculation feature to create a formula that calculates net worth for both years. Net worth is the difference of: total assets - total liabilities.

Step 8 Use the template feature to convert the balance sheet to a template.

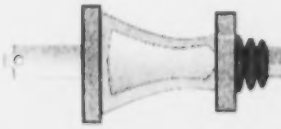
Part 2: Complete the Balance Sheet

Step 1 Enter the following information into the balance sheet:

Category	Year 1	Year 2
Cash	$4,500.00	$4,800.00
Accounts Receivable	$500.00	$400.00
Inventory	$8,500.00	$8,300.00
Real Estate	$64,000.00	$65,000.00
Fixtures and Equipment	$73,600.00	$76,500.00
Vehicles	$24,500.00	$22,000.00
Licenses	$100.00	$100.00
Note payable	$3,400.00	$1,600.00
Accounts payable	$17,500.00	$18,700.00
Accrued expenses	$500.00	$400.00
Taxes owed	$3,200.00	$2,950.00
Notes payable (due after 1 year)	$83,650.00	$81,500.00
Other	$800.00	$1,200.00

As you type this information into the balance sheet, total assets, total liabilities, and net worth will automatically be calculated if the formula or calculation functions have been entered correctly in the sales slip.

Hint: If the column is not wide enough to accommodate the length of the numeric value, the cell will be filled with an error indicator, such as pound signs (#) or asterisks (*). If these indicators appear in the cell, widen the column.



Part 3: Modify the Balance Sheet

Ted Beasley just completed the first year of his dry cleaning business and would like you to create a balance sheet for his business.

Step 1 Using the balance sheet template, modify the information and graphic so that they reflect Ted's business.

Step 2 Enter the following information into the balance sheet:

Category	Year 1
Cash	$2,300.00
Accounts Receivable	$1,600.00
Inventory	$1,850.00
Real Estate	$36,000.00
Fixtures and Equipment	$48,000.00
Vehicles	$15,000.00
Licenses	$50.00
Note payable	$5,500.00
Accounts payable	$1,800.00
Accrued expenses	$450.00
Taxes owed	$1,700.00
Notes payable (due after 1 year)	$41,000.00
Other	$2,000.00

Additional Spreadsheet Activities

Using the same general instructions, create an income statement.

Additional Computer Activities

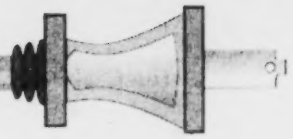
Incorporate a balance sheet in a letter written to a potential investor.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 538 - 539.

Approximate Time

100 minutes



Sample Assessment

Part 1: Create a Balance Sheet

Step 1	The letterhead is formatted appropriately. (5 points)	___
Step 2	The row is labeled appropriately. (2 points)	___
Step 3	The row is labeled appropriately. (2 points)	___
Step 4	The columns are labeled appropriately. (2 points)	___
Step 5	The categories are labeled, in order, and formatted appropriately. (2 pts/category)	___
Step 6	The formula or calculation features were used correctly in the "Total Assets" and "Total Liabilities" cells. (10 pts/cell)	___
Step 7	The formula or calculation features were used correctly to calculate net worth. (10 pts/cell)	___
Step 8	The balance sheet was saved as a template. (10 points)	___

Part 2: Complete the Balance Sheet

Step 1	The categories are entered correctly. (2 pts/category)	___
	Total assets, total liabilities, and net worth are calculated correctly. (5 pts/calculation)	___

Part 3: Modify the Balance Sheet

Step 1	The balance sheet is modified to reflect the new business. (5 points)	___
Step 2	The categories are entered correctly. (2 pts/category)	___
	Total assets, total liabilities, and net worth are calculated correctly. (5 pts/calculation)	___

Total Points (210 possible points) ___

Sample Assessment Answer Key

Part 1

	A	B	C
1	**Shari's Café**		
2	**Balance Sheet**		
3	Date		
4		Year 1	Year 2
5	**Current Assets**		
6	Cash		
7	Accounts receivable		
8	Inventory		
9			
10	**Fixed Assets**		
11	Real estate		
12	Fixtures and Equipment		
13	Vehicles		
14			
15	**Other Assets**		
16	Licenses		
17			
18	TOTAL ASSETS		
19			
20	**Current Liabilities**		
21	Note payable		
22	Accounts payable		
23	Accrued expenses		
24	Taxes owed		
25			
26	**Long-Term Liabilities**		
27	Notes payable (due after one year)		
28	Other		
29			
30	TOTAL LIABILITIES		
31			
32	NET WORTH		

Part 2

	A	B	C
1	Shari's Cafe		
2	Balance Sheet		
3	Date		
4		Year 1	Year 2
5	**Current Assets**		
6	Cash	$4,500.00	$4,800.00
7	Accounts receivable	$500.00	$400.00
8	Inventory	$8,500.00	$8,300.00
9			
10	**Fixed Assets**		
11	Real estate	$64,000.00	$65,000.00
12	Fixtures and Equipment	$73,600.00	$76,500.00
13	Vehicles	$24,500.00	$22,000.00
14			
15	**Other Assets**		
16	Licenses	$100.00	$100.00
17			
18	TOTAL ASSETS	$175,700.00	$177,100.00
19			
20	**Current Liabilities**		
21	Note payable	$3,400.00	$1,600.00
22	Accounts payable	$17,500.00	$18,700.00
23	Accrued expenses	$500.00	$400.00
24	Taxes owed	$3,200.00	$2,950.00
25			
26	**Long-Term Liabilities**		
27	Notes payable (due after one year)	$83,650.00	$81,500.00
28	Other	$800.00	$1,200.00
29			
30	TOTAL LIABILITIES	$109,050.00	$106,350.00
31			
32	NET WORTH	$66,650.00	$70,750.00

Part 3

	A	B
1	**Ted's Dry Cleaners**	
2	**Balance Sheet**	
3	Date	
4		**Year 1**
5	**Current Assets**	
6	Cash	$ 2,300.00
7	Accounts receivable	$ 1,600.00
8	Inventory	$ 1,850.00
9		
10	**Fixed Assets**	
11	Real estate	$ 36,000.00
12	Fixtures and Equipment	$ 48,000.00
13	Vehicles	$ 15,000.00
14		
15	**Other Assets**	
16	Licenses	$ 50.00
17		
18	TOTAL ASSETS	$ 104,800.00
19		
20	**Current Liabilities**	
21	Note payable	$ 5,500.00
22	Accounts payable	$ 1,800.00
23	Accrued expenses	$ 450.00
24	Taxes owed	$ 1,700.00
25		
26	**Long-Term Liabilities**	
27	Notes payable (due after one year)	$ 41,000.00
28	Other	$ 2,000.00
29		
30	TOTAL LIABILITIES	$ 52,450.00
31		
32	NET WORTH	$ 52,350.00

Completing Financial Statements

Learner Outcome

E7: Understand financial statements

Competency

E7b: Complete financial statements (i.e., balance sheet, income statement)

Objective

The student will estimate business income and expenses and calculate financial statements including a projected quarterly income statement, balance sheet, and cash flow statement.

Activity

You have been added to the staff of ASB Spidle Incorporated as a financial advisor. ASB Spidle Incorporated is a new company that creates Web pages for businesses. It is your job to develop a balance sheet, income statement, and cash flow statement for the company.

Part 1: Creating the Quarterly Income Statement

Step 1 Using the table feature, create a table with five columns, leaving the first column blank and typing the following headings in the second through fifth column: month 1, month 2, month 3, and total. Adjust the size of the columns as appropriate. Use format features to adjust the font's appearance and position.

Hints: Some word processing software have tables with form features that allow you to specify what type of data should appear in the cell and how this data should appear. In addition, some word processing software applications allow you to create formulas in cells that perform mathematical calculations. Become familiar with the features of your software before completing this activity.

Step 2 Insert a row above the headings for the income statement's title. Group the cells then adjust the size of the row. Use format features to adjust the font's appearance and position.

Step 3 In rows under the headings, insert rows for the following categories, which should be labeled in the first column: sales, net sales, cost of goods sold, gross profit, operating expenses, fixed expenses, total expenses, net income from operations, net profit (loss) before taxes, and net profit (loss) after taxes. Use format features to adjust the font's appearance and position. Use the table's border and fill features to create lines between columns and appropriate rows.

Step 4 If available, insert formulas so that totals are automatically calculated.

Step 5 Save the form as a template.

Part 2: Completing the Quarterly Income Statement

Step 1 Enter the following information into the appropriate category:

	Month 1	Month 2	Month 3
Sales	$125,000.00	$127,650.00	$142,500.00
Allowances	$1,200.00	$1,350.00	$975.00
Advertising	$500.00	$500.00	$500.00
Automobiles	$1,150.00	$1,150.00	$1,150.00
Subscriptions	$100.00	$100.00	$100.00
Computer Systems	$12,000.00	$12,000.00	$12,000.00
Miscellaneous Expenses	$550.00	$425.00	$375.00
Office Supplies	$250.00	$250.00	$250.00
Security System	$2,500.00	$2,500.00	$2,500.00
Telephone	$250.00	$250.00	$250.00
Utilities	$175.00	$175.00	$175.00
Depreciation	$150.00	$150.00	$150.00
Insurance	$375.00	$375.00	$375.00
Rent	$950.00	$950.00	$950.00
Salaries	$6,250.00	$6,250.00	$6,250.00
Net Income from Operations	$2,775.00	$2,775.00	$2,775.00
Taxes	$645.00	$1,180.00	$1,425.00

Step 2 Total the appropriate categories, or if formulas were used, review the totals to ensure that the formulas were correct.

Part 3: Creating the Balance Sheet

Step 1 Using the table feature, create a table with three columns, leaving the first column blank and typing the following headings in the second and third column: year 1 and year 2. Adjust the size of the columns as appropriate. Use format features to adjust the font's appearance and position.

Step 2 Insert a row above the headings for the balance sheet's title. Group the cells then adjust the size of the row. Use format features to adjust the font's appearance and position.

Step 3 In rows under the headings, insert rows for the following categories, which should be labeled in the first column: current assets, fixed assets, total assets, current liabilities, long-term liabilities, total liabilities, and net worth. Use the table's border and fill features to create lines between column and appropriate rows.

Step 4 If available, insert formulas so that totals are automatically calculated.

Step 5 Save the form as a template.

Part 4: Completing the Balance Sheet

Step 1 Enter the following information into the appropriate category:

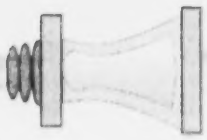
Category	Year 1	Year 2
Cash	$ 14,000.00	$ 25,000.00
Accounts Receivable	$ 43,000.00	$ 62,000.00
Inventory and Software	$ 150,000.00	$ 245,000.00
Real Estate	$ 74,500.00	$ 82,000.00
Computer Equipment	$ 52,000.00	$ 63,000.00
Vehicles	$ 75,000.00	$ 70,000.00
Notes Payable (due w/in 1 year)	$ 45,000.00	$ 75,000.00
Accounts Payable	$ 10,000.00	$ 12,000.00
Accrued Expenses	$ 7,500.00	$ 7,500.00
Taxes Owed	$ 8,200.00	$ 8,700.00
Notes payable (due after one year)	$ 42,000.00	$ 47,000.00
Other	$ 10,000.00	$ 8,000.00

Step 2 Total the appropriate categories, or if formulas were used, review the totals to ensure that the formulas were correct.

Part 5: Creating the Cash Flow Statement

Step 1 Using the table feature, create a table with five columns, leaving the first column blank and typing the following headings in the second through fifth column: beginning of the month, start up, month 1, month 2, month 3. Adjust the size of the columns as appropriate. Use format features to adjust the font's appearance and position.

Step 2 Insert a row above the headings for the cash flow statement's title. Group the cells then adjust the size of the row. Use format features to adjust the font's appearance and position.



Step 3 In rows under the headings, insert rows for the following categories, which should be labeled in the first column: cash in bank, loans, less startup costs, total beginning cash, monthly income, investment income, loans, other cash income, total cash income, inventory purchases, total inventory purchases, variable expenses, fixed expenses, total expenses, capital expenditures, total cash expenditures, and net cash flow. Use the table's border and fill features to create lines between columns and appropriate rows.

Step 4 If available, insert formulas so that totals are automatically calculated.

Step 5 Save the form as a template.

Part 6: Completing the Cash Flow Statement

Step 1 Enter the following information into the appropriate category:

Category	Start Up	Month 1	Month 2	Month 3
Cash in Bank	$ 55,000.00			
Loans	$ 7,000.00			
Startup Costs	$ 22,000.00			
Cash Sales		$ 27,000.00	$ 29,000.00	$ 35,000.00
Credit Sales		$ 00.00	$ 7,500.00	$ 12,000.00
Investment Income		$ 1,200.00	$ 1,2000.00	$ 1,2000.00
Equipment		$ 7,000.00	$ 8,500.00	$ 10,000.00
Advertising		$ 350.00	$ 375.00	$ 375.00
Automobile		$ 250.00	$ 275.00	$ 200.00
Dues and Subscriptions		$ 200.00	$ 50.00	$ 25.00
Legal and Accounting		$ 500.00	$ 200.00	$ 150.00
Miscellaneous Expenses		$ 275.00	$ 300.00	$ 250.00
Office Supplies		$ 250.00	$ 200.00	$ 150.00
Security		$ 100.00	$ 100.00	$ 100.00
Telephone		$ 250.00	$ 250.00	$ 250.00
Utilities		$ 200.00	$ 200.00	$ 200.00
Insurance		$ 350.00	$ 350.00	$ 350.00
Rent		$ 850.00	$ 850.00	$ 850.00
Salaries		$ 5,000.00	$ 5,700.00	$ 6,000.00
Capital Expenditures		$ 50,000.00	$ 00.00	$ 00.00
Assets		$ 50,000.00	$ 00.00	$ 00.00

Step 2 Total the appropriate categories, or if formulas were used, review the totals to ensure that the formulas were correct.

Reference

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw Hill, 1997. Pages 526 - 545.

Approximate Time

240 minutes

Sample Assessment

Part 1: Creating the Quarterly Income Statement

Step 1-5 The table is formatted appropriately, titled, labeled, and saved as a template. (12 points) ___

Part 2: Completing the Quarterly Income Statement

Step 1 The information is entered correctly. (21 points) ___

Step 2 The totals for net sales, gross profits, total expenses, net profit before and after taxes are correct. (3 pts/total) ___

Part 3: Creating the Balance Sheet

Step 1-5 The table is formatted appropriately, titled, labeled, and saved as a template. (12 points) ___

Part 4: Completing the Balance Sheet

Step 1 The information is entered correctly. (21 points) ___

Step 2 The totals for total assets, total liabilities, and net worth are correct. (3 pts/total) ___

Part 5: Creating the Cash Flow Statement

Step 1-5 The table is formatted appropriately, titled, labeled, and saved as a template. (12 points) ___

Part 6: Completing the Cash Flow Statement

Step 1 The information is entered correctly. (21 points) ___

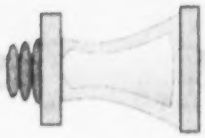
Step 2 The totals for beginning cash, total cash income, total inventory purchases, total expenses, total cash expenditures, and net cash flow are correct. (3 pts/total) ___

Total Points (252 possible points) ___

Sample Assessment Answer Key

Part 1

Projected Quarterly Income Statement ASB Spidle Incorporated				
	Month 1	Month 2	Month 3	Total
Sales Less Returns and Allowances Net Sales Cost of Goods Sold				
Gross Profits				
Operating Expenses *Total Operating Expenses* Fixed Expenses *Total Fixed Expenses*				
Total Expenses				
Net Income from Operations Other Income				
Net Profit (Loss) Before Taxes Taxes				
Net Profit (Loss) After Taxes				



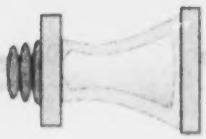
Part 2

Projected Quarterly Income Statement ASB Spidle Incorporated								
	Month 1		Month 2		Month 3		Total	
Sales	$	125,000.00	$	127,650.00	$	142,500.00	$	395,150.00
Less Returns and Allowances	$	1,200.00	$	1,350.00	$	975.00	$	3,525.00
Net Sales	**$**	**123,800.00**	**$**	**126,300.00**	**$**	**141,525.00**	**$**	**391,625.00**
Cost of Goods Sold	$	00.00	$	00.00	$	00.00	$	00.00
Gross Profits	**4**	**123,800.00**	**$**	**126,300.00**	**$**	**141,525.00**	**$**	**391,625.00**
Operating Expenses								
Advertising	$	500.00	$	500.00	$	500.00	$	1,500.00
Automobiles	$	1,150.00	$	1,150.00	$	1,150.00	$	3,450.00
Subscriptions	$	100.00	$	100.00	$	100.00	$	300.00
Computer Systems	$	12,000.00	$	12,000.00	$	12,000.00	$	36,000.00
Miscellaneous Expenses	$	550.00	$	425.00	$	375.00	$	1,350.00
Office Supplies	$	250.00	$	250.00	$	250.00	$	750.00
Security System	$	2,500.00	$	2,500.00	$	2,500.00	$	7,500.00
Telephone	$	250.00	$	250.00	$	250.00	$	750.00
Utilities	$	175.00	$	175.00	$	175.00	$	525.00
Total Operating Expenses	$	17,475.00	$	17,350.00	$	17,300.00	$	52,125.00
Fixed Expenses								
Depreciation	$	150.00	$	150.00	$	150.00	$	450.00
Insurance	$	375.00	$	375.00	$	375.00	$	1,125.00
Rent	$	950.00	$	950.00	$	950.00	$	2,850.00
Salaries	$	6,250.00	$	6,250.00	$	6,250.00	$	18,750.00
Total Fixed Expenses	$	7,725.00	$	7,725.00	$	7,725.00	$	23,175.00
Total Expenses	**$**	**25,200.00**	**$**	**25,075.00**	**$**	**25,025.00**	**$**	**75,300.00**
Net Income from Operations	**$**	**98,600.00**	**$**	**101,225.00**	**$**	**116,500.00**	**$**	**316,325.00**
Other Income	$	2,775.00	$	2,775.00	$	2,775.00	$	8,325.00
Net Profit (Loss) Before Taxes	**$**	**101,375.00**	**$**	**104,000.00**	**$**	**119,275.00**	**$**	**324,650.00**
Taxes	$	645.00	$	1,180.00	$	1,425.00	$	3,255.00
Net Profit (Loss) After Taxes	**$**	**100,725.00**	**$**	**102,820.00**	**$**	**117,850.00**	**$**	**321,395.00**

Part 3

Balance Sheet
ASB Spidle Incorporated
Date

	Year 1	Year 2
Current Assets		
Fixed Assets		
TOTAL ASSETS		
Current Liabilities		
Long-Term Liabilities		
TOTAL LIABILITIES		
NET WORTH		



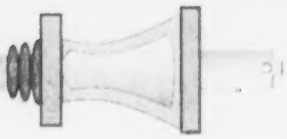
Part 4

Balance Sheet
ASB Spidle Incorporated
Date

	Year 1	Year 2
Current Assets		
Cash	$ 14,000.00	$ 25,000.00
Accounts Receivable	$ 43,000.00	$ 62,000.00
Inventory and Software	$ 150,000.00	$ 245,000.00
Fixed Assets		
Real Estate	$ 74,500.00	$ 82,000.00
Computer Equipment	$ 52,000.00	$ 63,000.00
Vehicles	$ 75,000.00	$ 70,000.00
Total Assets	**$ 408,500.00**	**$ 547,00.00**
Current Liabilities		
Notes Payable (due w/in 1 year)	$ 45,000.00	$ 75,000.00
Accounts Payable	$ 10,000.00	$ 12,000.00
Accrued Expenses	$ 7,500.00	$ 7,500.00
Taxes Owed	$ 8,200.00	$ 8,700.00
Long-Term Liabilities		
Notes payable (due after one year)	$ 42,000.00	$ 47,000.00
Other	$ 10,000.00	$ 8,000.00
Total Liabilities	**$ 122,700.00**	**$ 158,200.00**
NET WORTH	**$ 285,800.00**	**$ 388,800.00**

Part 5

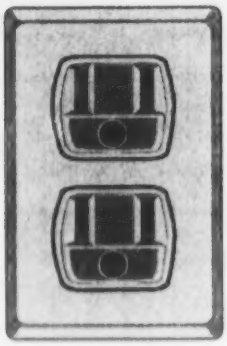
Projected Cash Flow Statement ASB Spidle Incorporated				
Beginning of Month	Start Up	Month 1	Month 2	Month 3
Cash in Bank				
Loans				
Less Startup Costs				
Total Beginning Cash				
Monthly Income				
Investment Income				
Loans				
Other Cash Income				
TOTAL CASH INCOME				
Inventory Purchases				
TOTAL INVENTORY PURCHASES				
Variable Expenses				
Fixed Expenses				
TOTAL EXPENSES				
Capital Expenditures				
TOTAL CASH EXPENDITURES				
NET CASH FLOW				



Part 6

Projected Cash Flow Statement
ASB Spidle Incorporated

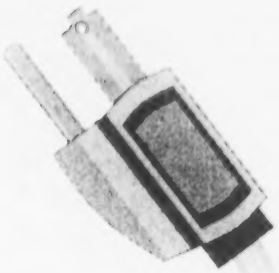
Beginning of Month	Start Up	Month 1	Month 2	Month 3
Cash in Bank	$ 55,000.00			
Loans	$ 7,000.00			
	$ 62,000.00			
Less Startup Costs	$ 22,000.00			
Total Beginning Cash	$ 40,000.00			
Monthly Income				
Cash Sales		$ 27,000.00	$ 29,000.00	$ 35,000.00
Credit Sales		$ 00.00	$ 7,500.00	$ 12,000.00
Investment Income		$ 1,200.00	$ 1,2000.00	$ 1,2000.00
Loans		$ 00.00	$ 00.00	$ 00.00
Other Cash Income		$ 00.00	$ 00.00	$ 00.00
Total Cash Income		**$ 28,2000.00**	**$ 37,700.00**	**$ 48,200.00**
Inventory Purchases		$ 7,000.00	$ 8,500.00	$ 10,000.00
Total Inventory Purchases		**$ 7,000.00**	**$ 8,500.00**	**$ 10,000.00**
Variable Expenses				
Advertising		$ 350.00	$ 375.00	$ 375.00
Automobile		$ 250.00	$ 275.00	$ 200.00
Dues and Subscriptions		$ 200.00	$ 50.00	$ 25.00
Legal and Accounting		$ 500.00	$ 200.00	$ 150.00
Miscellaneous		$ 275.00	$ 300.00	$ 250.00
Office Supplies		$ 250.00	$ 200.00	$ 150.00
Security		$ 100.00	$ 100.00	$ 100.00
Telephone		$ 250.00	$ 250.00	$ 250.00
Utilities		$ 200.00	$ 200.00	$ 200.00
Fixed Expenses				
Insurance		$ 350.00	$ 350.00	$ 350.00
Rent		$ 850.00	$ 850.00	$ 850.00
Salaries		$ 5,000.00	$ 5,700.00	$ 6,000.00
Total Expenses		**$ 8,575.00**	**$ 8,850.00**	**$ 8,900.00**
Capital Expenditures				
Equipment		$ 50,000.00	500.00	$ 00.00
Total Cash Expenditures		**$ 65,575.00**	**$ 17,350.00**	**$ 18,900.00**
NET CASH FLOW		**$ 2,625.00**	**$ 22,975.00**	**$ 52,275.00**



Marketing Management

F1. Conduct marketing research

- * a. Identify a marketing research project
- * b. Develop a marketing research design
- * c. Research the secondary data resources
- * d. Gather primary data
- * e. Apply sampling techniques to identify the sample population
- * f. Prepare a research instrument
- * g. Prepare a research report
- * h. Present a research report
- * i. Explain the use of on-line marketing data bases
- * j. Solve marketing problems by using rational decision-making process



F2. Develop specific products and/or services for specific markets

- a. Explain market segmentation strategies
- b. Cite examples of specific products/services and their target markets
- c. Give examples of product positioning

F3. Establish pricing policies

- * a. Identify the factors that affect pricing
- * b. Identify the most widely adopted and used pricing strategies
- * c. Set pricing objectives for a product/service
- * d. Interpret warranties and guarantees

F4. Examine the development of new products

- * a. Identify sources of ideas for new products
- * b. Identify the methods of screening ideas for new products
- * c. Identify the methods used for evaluating a new product idea
- * d. Identify the forms and importance of pre-testing a product prototype
- * e. Describe the stages of product development
- * f. Describe the forms of market testing

F5. Plan for product and services in the marketplace

- a. Explain the role that product/service planning activities play in a company's success in the marketplace
- b. Identify factors that influence product/service planning

c. Identify the methods of gathering primary marketing data
* d. Apply one or more of the methods to gather primary data
e. Explain the steps in product planning
f. Identify types of forecasting used in marketing
g. Give examples of technology used in market planning

F6. *Understand the marketing cycle of a product*

a. Identify types of product branding, labeling, and packaging strategies
b. Define the product line and product mix
c. Identify the stages of the product life cycle

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing education class.

Developing Specific Products/Services for Specific Markets

Learner Outcome

F2 Develop specific products and/or services for specific markets

Competencies

F2a: Explain market segmentation strategies
F2b: Cite examples of specific products/services and their target markets
F2c: Give examples of product positioning

Objective

The student will explain market segmentation strategies, give examples of specific products/services and their target markets, and give examples of product positioning by creating a presentation slide show using text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 Choose an appropriate layout for slide 2, describe market segmentation.

Step 3 Once a slide layout has been selected for slide 3, describe target marketing.

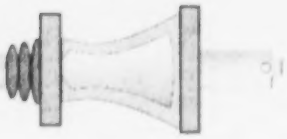
Step 4 After choosing an appropriate layout for each of the following slides, 4 - 8, give an example of five specific products/services that currently exist in the marketplace and their target markets, one per slide.

Step 5 After choosing an appropriate layout for slide 9, describe product positioning.

Step 6 After choosing appropriate layouts for slides 10 - 11, give two examples of product positioning for specific products/services that currently exist in the marketplace, one per slide.

Step 7 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

Step 8 Check spelling carefully by using the spell check feature.



Additional Word Processing Activity

Using a word processor:

1. Describe market segmentation.
2. Describe target marketing.
3. Choose five specific products/services and describe their target markets.
4. Describe product positioning.
5. Give two examples of product positioning for specific products/services.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 15 - 25.

Approximate Time

2 - 4 hours

Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour completed. (2 points)	___
Slide 2	Market segmentation is described correctly. (3 points)	___
Slide 3	Target marketing is described correctly. (3 points)	___
Slides 4 - 8	Five marketplace products/services are listed and their target markets are correctly described. (3 pts/slide)	___
Slide 9	Product positioning is correctly described. (3 points)	___
Slides 10 - 11	Two examples of product positioning for specific marketplace products/services are correctly given. (4 pts/example)	___

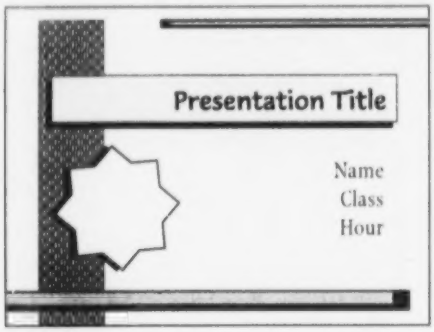
Presentation Requirements

Spelling and grammar are correct. (6 points)	___
Presentation features are used correctly and creatively. (10 points)	___

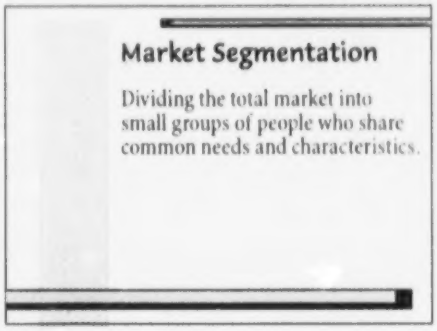
Total Points (50 points possible) ___

Sample Assessment Answer Key

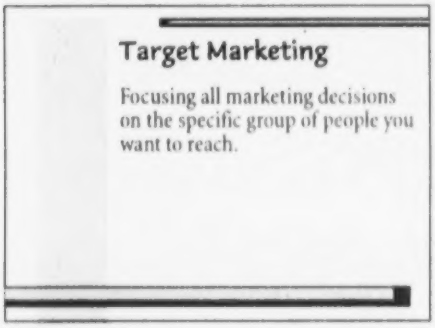
To receive all points possible each slide should include the following:



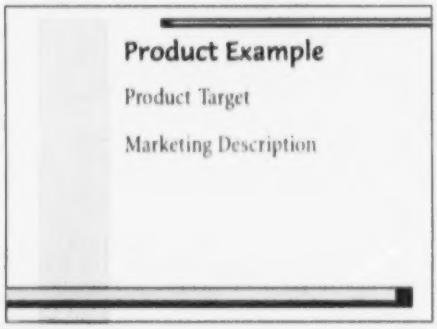
Slide 1


Market Segmentation
Dividing the total market into small groups of people who share common needs and characteristics.

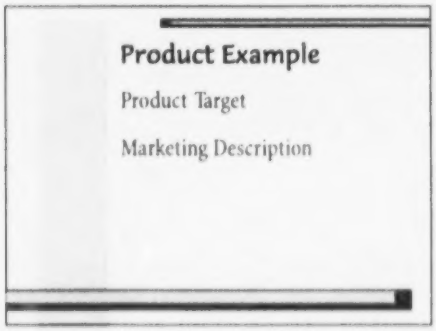
Slide 2



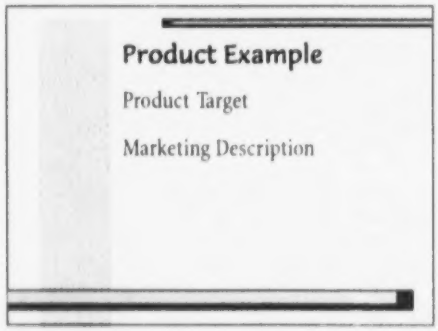
Slide 3



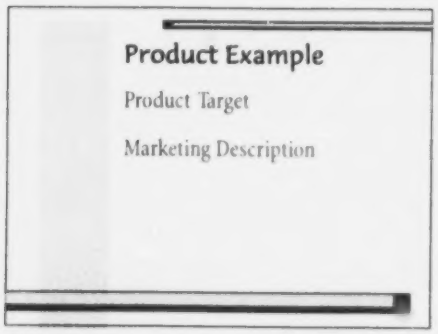
Slide 4



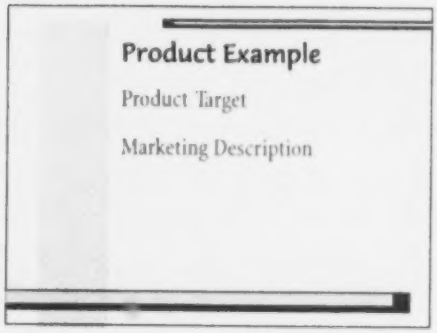
Slide 5



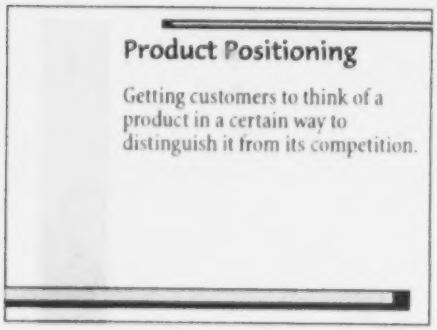
Slide 6



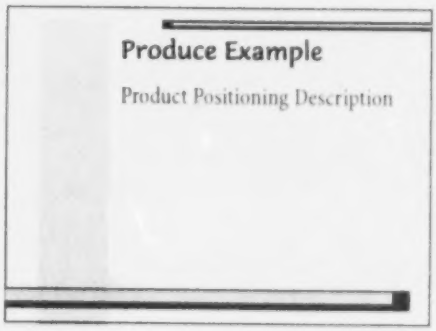
Slide 7



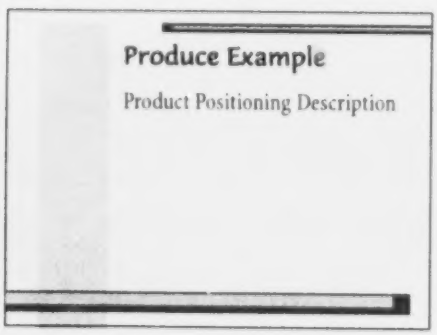
Slide 8



Slide 9



Slide 10



Slide 11

Developing a New Product

Learner Outcome

F4: Examine the development of new products

Competencies

F4a: Identify sources of ideas for new products
F4c: Identify the methods used for evaluating a new product idea
F4e: Describe the stages of product development

Objective

Students will use the six steps in new product development as they work together to develop a new product.

Activity

The students have been assigned to a research and development committee for the We Scream for Ice Cream Company. It is the committee's responsibility to generate at least ten new flavors of ice cream, one of which will be developed. They are to develop a flow chart for the six steps in new product development describing the outcome of their strategies. The flow chart will include: generating ideas, screening ideas, developing the product, testing the product, introducing the product, and evaluating customer acceptance.

Part 1: Creating a Flow Chart

Step 1 Using draw or graphic features, draw a border for the charts that will be used when presenting the six development steps for the new flavor of ice cream. Adjust the border to an appropriate size.

Step 2 Create a header for the chart that contains the company name and the development step. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page.

Step 3 Insert appropriate clip art, or use draw or graphic features to create an appropriate picture.

Step 4 Save the document as a template.

Step 5 Create a chart for each of the six development steps: generating ideas, screening ideas, developing the product, testing the product, and introducing the product.

Part 2: Developing a New Product

Step 1 After gathering ideas from a variety of sources, list the ten new flavors of ice cream generated from the group discussion on the Generating Ideas chart.

Step 2 On the Screening Ideas chart, list the flavor that the group decided should be developed and describe how they screened the ten flavors down to one.

Step 3 On the Developing the Product chart, list the physical components of the chosen ice cream flavor, considering ingredients, container, label, production, distribution, and promotion.

Step 4 Outline a strategy for testing the ice cream flavor with consumers on the Testing the Product chart.

Step 5 On the Introducing the Product chart, outline a strategy for introducing and advertising the ice cream flavor to the market. The costs of producing the ice cream should be considered.

Step 6 List the methods of gathering sales information, developing customer profiles, and using databases on the Evaluating Customer Acceptance chart.

Step 7 Use draw or graphic features to add or create appropriate pictures for each chart; use format features to alter each chart's font type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page.

Step 8 Use the grammar and spelling tool to check for errors.

Step 9 Print each chart, and create a poster or bulletin board showing the flow of the development steps.

Interdisciplinary Activity

This activity also lends itself to an interdisciplinary activity with a family and consumer science instructor. After the marketing students have developed the new flavor for the ice cream, both classes could work together to develop an appropriate recipe for the new product.

Additional Computer Activity

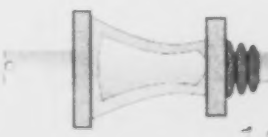
Following product development, the students could test the product, develop a computer-generated plan for introducing the product, and design a way to track customer acceptance.

Reference

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 450-453.

Approximate Time

120 minutes



Sample Assessment

Part 1: Creating a Flow Chart

Step 1-4	Charts are formatted appropriately. (5 points)	___
Step 5	A chart was created for all six development steps. (5 points)	___

Part 2: Developing a New Product

Step 1	Ten new flavors are listed on the Generated Ideas chart. (5 points)	___
Step 2	The Screening Ideas chart describes how the ten flavors were screened down to one. (5 points)	___
Step 3	The physical components of the chosen flavor are listed on the Developing the Product chart. (5 points)	___
Step 4	A strategy for the testing the chosen flavor is outlined on the Testing the Product chart. (5 points)	___
Step 5	A strategy for introducing and advertising the flavor to the market is outlined on the Introducing the Product chart. (5 points)	___
Step 6	Methods of gathering sales information, developing customer profiles, and using databases are listed on the Evaluating Customer Acceptance chart. (5 points)	___
Step 7	The charts are creative and orderly. (5 points)	___
Step 8	The charts are free of grammatical, spelling, and punctuation errors. (5 points)	___
Step 9	The flow chart is organized, neat, and easy to read. (5 points)	___

Total Points (55 possible points) ___

Sample Assessment Answer Key

To receive all points possible, the student's flow chart should include the following:

Part 1

Part 2

Generating Ideas

We Scream for Ice Cream Company

The following flavors were generated from our committee:

- Apple Pie
- Chocolate Mousse
- Gooseberry Pie
- Caramel Pecan Cheesecake
- Turtle
- Key Lime Pie
- Snickerdoodle
- Coconut Macaroon
- Peppermint Stick
- Peanut Brittle Cream

Generating Ideas

Screening Ideas

We Scream for Ice Cream Company

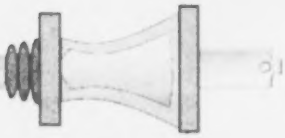
The best choice for the new flavor is Caramel Pecan Cheesecake for the following reasons:

No company makes a non-chocolate cheesecake ice cream, while other companies make ice cream that is similar to the other flavors.

Non-chocolate ice creams are purchased twice as often as chocolate ice cream.

Could produce sample of caramel pecan cheesecake for test market at little cost to company.

Screening Ideas



Developing the Product

We Scream for Ice Cream Company

Ingredients

- Caramel
- Pecans
- Cream Cheese

Packaging and Labeling Design:

Clear window in carton and lid to see swirls of caramel and chunks of pecans.

Promotion

- Coupons
- Free with purchase of other flavor

Developing the Product

Testing the Product

We Scream for Ice Cream Company

The product can be tested at the University food lab.

Introduced in upper Midwest, where the majority of non-chocolate ice cream is sold.

Testing the Product

Introducing the Product

We Scream for Ice Cream Company

Caramel Pecan Cheesecake should be introduced in May, which is the month preceding the highest sales of ice cream.

Product introduction will be accompanied by a coupon in local Sunday newspapers.

Special displays will be sent to all stores.

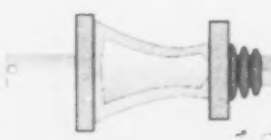
Introducing the Product

Evaluating Customer Acceptance

We Scream for Ice Cream Company

Market database will be set up based on sales and customer information gathered from questionnaire on coupon.

Evaluating Customer Acceptance



Developing a New Product Presentation

Learner Outcome

F4: Examine the development of new products

Competencies

F4a: Identify sources of ideas for new products
F4b: Identify the methods of screening ideas for new products
F4c: Identify the methods used for evaluating a new product idea
F4d: Identify the forms and importance of pretesting a product prototype

Objective

The student will identify the sources for new products, the methods of screening and evaluating ideas, and the importance of pretesting a product prototype by creating a presentation slide show using text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 List the four main sources for generating new product ideas on slide 2.

Step 3 Slide 3 should describe screening ideas.

Step 4 List four ways products may be evaluated on slide 4.

Step 5 Describe product testing on slide 5.

Step 6 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

Step 7 Check spelling carefully by using the spell check feature.

Additional Word Processing Activity

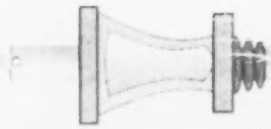
Using a word processor:
1. List the four main sources for generating new product ideas.
2. Describe screening ideas.
3. List four possible ways products may be evaluated.
4. Describe product testing.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 449 - 454.

Approximate Time

1 - 2 hours



Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour are complete. (2 points)	___
Slide 2	The four main sources for generating new product are listed correctly. (4 points)	___
Slide 3	Screening ideas is described correctly. (3 points)	___
Slide 4	The four ways products may be evaluated are listed correctly. (4 points)	___
Slide 5	Product testing is described correctly. (3 points)	___

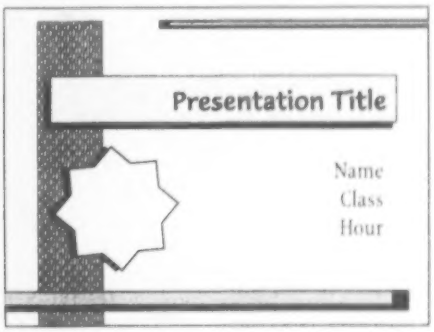
Presentation Requirements

Spelling and grammar are correct. (5 points)	___
Presentation features are used correctly and creatively. (7 points)	___

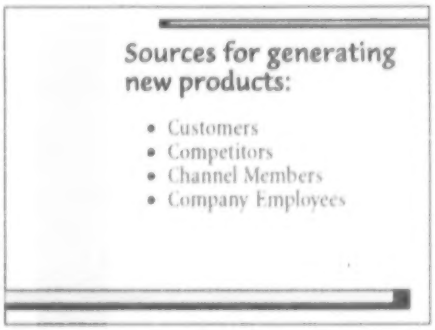
Total Points (28 points possible) ___

Sample Assessment Answer Key

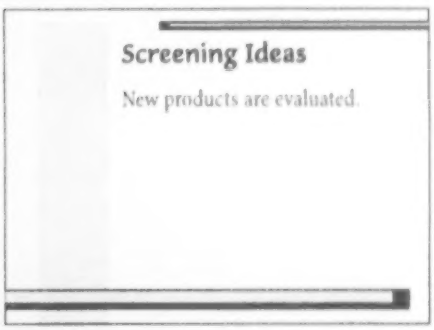
To receive all points possible each slide should include the following:



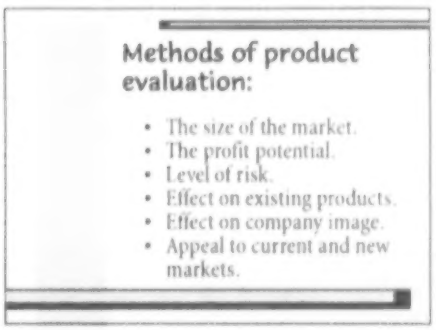
Slide 1



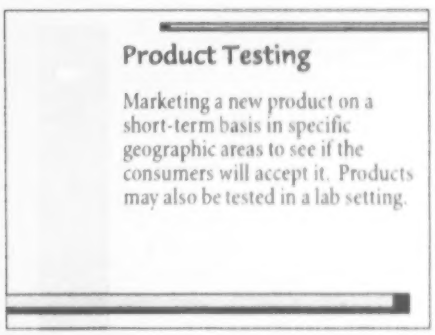
Slide 2



Slide 3


Methods of product evaluation:
• The size of the market.
• The profit potential.
• Level of risk.
• Effect on existing products.
• Effect on company image.
• Appeal to current and new markets.

Slide 4


Product Testing
Marketing a new product on a short-term basis in specific geographic areas to see if the consumers will accept it. Products may also be tested in a lab setting.

Slide 5

Understanding the Marketing Cycle

Learner Outcome:

F6 Understand the marketing cycle of a product

Competencies

F6b: Define the product line and product mix
F6c: Identify the stages of the product life cycle

Objective

The student will define the product line and product mix and identify the stages of the product life cycle using a presentation package. The student will use appropriate graphics throughout the slide show.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 The first slide should contain a title for the presentation and the presenter's name, class, and hour.

Step 3 Describe product mix on slide 2.

Step 4 On slide 3, list five different brands of automobiles found in the product mix for a car manufacturing company.

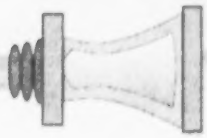
Step 5 On slide 4, describe product line.

Step 6 Slide 5 should list five different car models produced by one of the automobile brands listed on slide 3.

Step 7 On four different slides (slides 6-9), explain the four stages of the Product Life Cycle and their effects on sales and profits.

Step 8 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

Step 9 Check spelling carefully by using the spell check feature.



Additional Word Processing Activity

Using a word processor:

1. Define product mix and list five brands of automobiles sold by an automotive manufacturer.
2. Define product line and list five specific makes by one of the manufacturers listed in step 1.
3. Describe the four stages of the cycle each product goes through.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 449 - 459.

Approximate Time

2 - 4 hours

Sample Assessment

Slide Requirements

Slide 1	Presentation title and presenter's name, class, and hour are complete. (2 points)	___
Slide 2	Product mix is described correctly. (3 points)	___
Slide 3	Five different brands of automobiles found in a product mix for a car manufacturer are listed correctly. (3 points)	___
Slide 4	Product Line is described correctly. (3 points)	___
Slide 5	Five different models produced by one of the car manufacturers listed on slide 3 are listed correctly. (3 points)	___
Slide 6-9	The four stages of the Product Life Cycle are correctly listed and explained. (4 pts/stage)	___

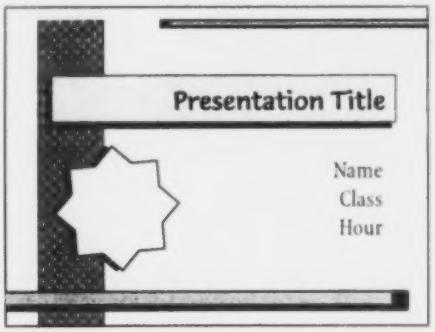
Presentation Requirements

Grammar and spelling are correct. (4 points)	___
Presentation features are used correctly and creatively. (9 points)	___

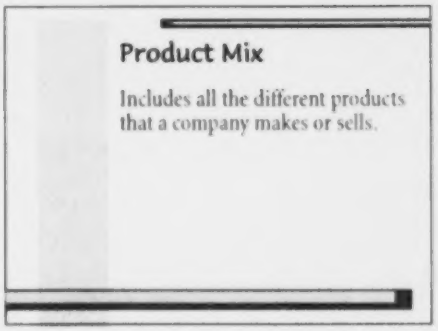
Total Points (55 points possible) ___

Assessment Answer Key

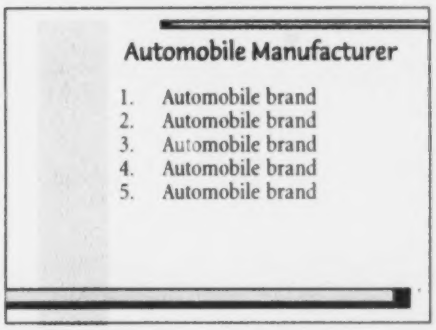
To receive all points possible each slide should include the following:



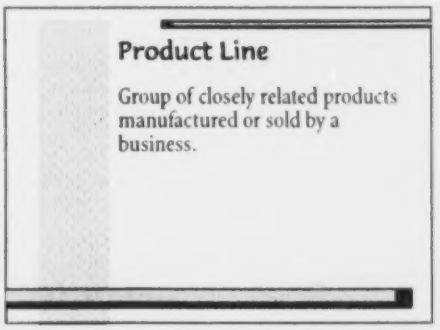
Slide 1



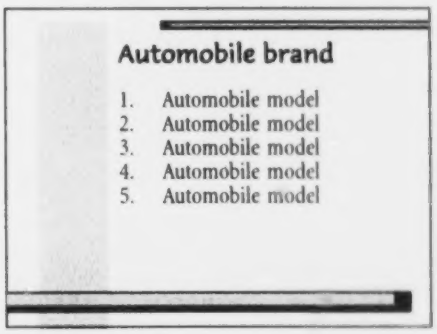
Slide 2



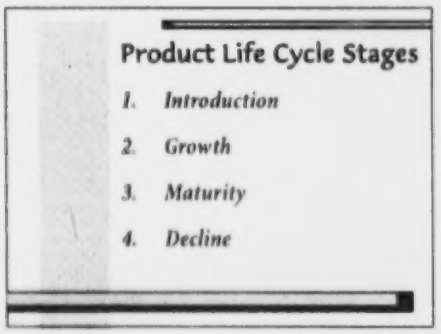
Slide 3



Slide 4



Slide 5



Slide 6

Identifying the Stages of the Product Life Cycle

Learner Outcome

F6: Understand the marketing cycle of a product

Competency

F6c: Identify the stages of the product life cycle

Objective

The student will plan strategies for a new product through all life cycle stages.

Activity

Cyberspace sells hardware and software to schools. Cyberspace has just developed a prototype for a student notebook and planner. The prototype is compatible with all types of computers and is much lighter and more compact than the current lap-top computers. The notebook, called "Compunote," has a built-in keyboard and screen as well as a special wand that converts handwriting into type. The Compunote has graphic, scheduling, spreadsheet and calculator options. The Compunote will hold over 100,000 pages of information. The Compunote sells for $500.00, which is much more competitive for students and schools.

Cyberspace is owned by Mr. Ed Moore. Mr. Moore has hired you to develop product life cycle strategies for the Compunote. You are to develop three strategies for each life cycle stage: introduction, growth, maturity, and decline. Develop a form for the strategies, and design a prototype for Compunote.

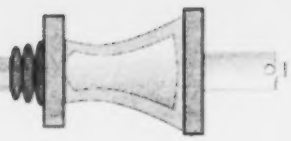
Part 1: Developing a Form for Life Cycle Stages

Step 1 Using the table or column feature, create a chart with four columns. Use line, border, and fill features to format the chart.

Step 2 Use text features to create a label for each life cycle stage at the top of each column. Use format features to alter font type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page.

Part 2: Developing Life Cycle Stages

Step 1 In the first column, type in three strategies for the introduction stage, which focuses on product promotion and production.



Step 2 In the second column, type in three strategies for the growth stage, which focuses on increasing product sales and profits.

Step 3 In the third column, type in three strategies for the maturity stage, which focuses on fighting competition usually through increased advertisement.

Step 4 In the fourth column, type in three strategies for the decline stage, which focuses on increasing sales of a declining product.

Step 5 Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page.

Part 3: Developing a Prototype

Step 1 Using graphic or draw features, create a picture that illustrates the features of the Compunote.

Reference

Farese, Lois, Grady Kimbrell, Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/ McGraw-Hill, 1997. Pages 395-397, 455-456.

Approximate Time

120 minutes

Sample Assessment

Part 1: Developing a Form for Life Cycle Stages

Step 1-2 A form is designed for the strategies. (5 Points) ___

Part 2: Developing Life Cycle Stages

Step 1 Student developed three strategies for the Introduction stage of development. (15 points) ___

Step 2 Student developed three strategies for the Growth stage of development. (15 points) ___

Step 3 Student developed three strategies for the Maturity stage of development. (15 points) ___

Step 4 Student developed three strategies for the Decline stage of development. (15 points) ___

Step 5 The chart is formatted appropriately. (5 points)

Part 3: Developing a Prototype

Step 1 A prototype is developed and includes the features described. (30 points) ___

Total Points (100 points possible) ___

Sample Assessment Answer Key

To recieve all possible points, the student's life cycle chart should contain the following:

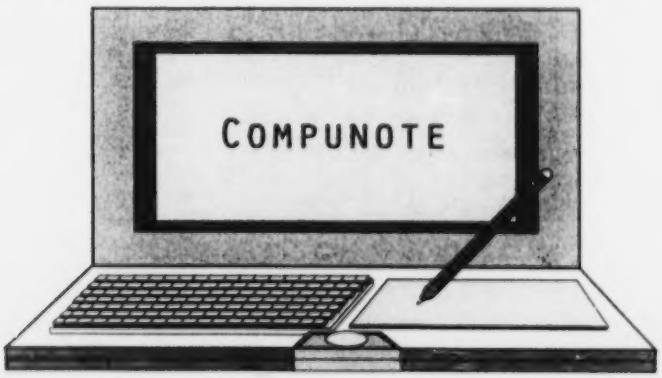
Part 1

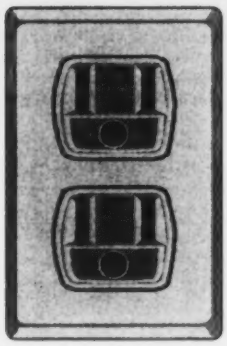
Introduction	Growth	Maturity	Decline

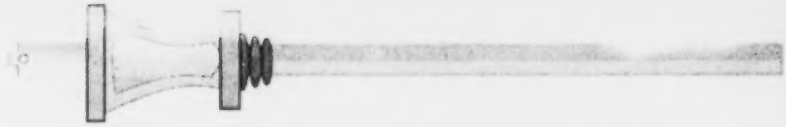
Part 2

Introduction	Growth	Maturity	Decline
1. Saturate market with advertising.	1. Advertising aimed at additional repeat purchases from educational facilities.	1. Offer more services for Compunote.	1. Market Compunote to loyal market segments.
2. Free samples to schools.	2. Stress name of Compunote.	2. Offer temporary price reductions.	2. Reduce promotional costs of Compunote.
3. Display product with computer.	3. Temporary price reductions for new markets.	3. Stress exclusive features of Compunote.	3. Maintain low cost of Compunote.
4. Promote price.	4. Develop and provide additional sales aids for Compunote.	4. Reach other markets for advertising than educational.	4. Reduce all marketing efforts.
5. Offer special incentives for distributors, such as cooperative advertising and special displays.	5. Stress features of product to buyers for additional uses.	5. Stress brand name of Compunote.	5. Slow production number of Compunote.

Part 3



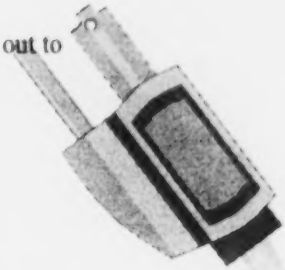




Advertising and Sales Promotion

G1. Analyze advertising media

a. Identify the major advertising media used to promote sales
b. Identify the major elements of a print or broadcast advertisement
* c. Compare current promotional material (catalogs, brochures, etc.) sent out to consumers by a business and its competitors
d. Identify the costs of various advertising media
* e. Analyze print and broadcast advertisements
f. Explain legal and ethical standards in promotion



G2. Evaluate promotional activities

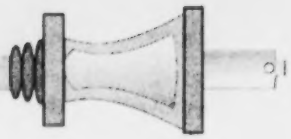
a. Define promotional mix
b. Describe the potential elements of a promotional mix
* c. Identify the major advantages and disadvantages of different forms of product promotion
* d. Describe the most important factors that management should consider when designing a promotional mix
e. Describe the role of advertising, personal selling, public relations, and publicity in a company's promotional mix

G3. Manage promotional activities

* a. Develop a schedule/calendar for changing major displays
* b. Coordinate promotional activities with local activities or seasonal events
* c. Coordinate national or chain advertising with local business promotions
d. Check advertising copy for omissions, additions, and corrections
* e. Inform personnel of the schedule of company sales promotion activities

G4. Develop and plan promotional activities

* a. Plan and develop seasonal and storewide themes
* b. Select products for promotion that are seasonal and timely
* c. Plan advertising and displays that adhere to store promotional policies
* d. Obtain and use current product information necessary for effective and timely promotional activities
* e. Select the most effective locations within the business to place displays
* f. Allocate promotional space for an item based on its sales volume
* g. Describe the importance of promotion in stimulating product demand



* h. Prepare promotional budget
I. Identify the special promotion activities used to promote sales
* j. Identify how sales promotion benefits the marketing business, employee, and consumer

G5. Utilize visual merchandising in the promotion mix

a. Identify the basic types of displays used to promote sales
b. Identify the importance of visual merchandising as it applies to a business image
c. Select appropriate, seasonal, and timely display merchandise
d. Identify the basic elements of display arrangement

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing education class.

Advertising Media Presentation

Learner Outcome

G1 Analyze advertising media

Competency

G1b: Identify the major elements of a print or broadcast advertisement

Objective

The student will describe the four parts of print advertisements and create an ad for a newspaper or magazine using presentation software.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation, your name, class, and hour.

Step 3 List the four elements of a print advertisement on slide 2.

Step 4 Slides 3 - 6 should describe the four elements of print advertisements.

Step 5 Using all four elements, create a print advertisement for a product of your choice. Use slide 7 to display the ad. Print the ad.

Step 6 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

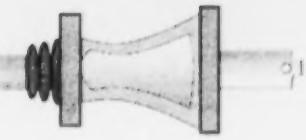
Step 7 Check spelling carefully by using the spell check feature.

Additional Presentation Software Activity

Create three print advertisements for three different products using presentation software. Each advertisement should include the four elements of print advertisements.

Additional Word Processing Activity

Using the text and graphic features of a word processor, create an advertisement for a newspaper or magazine using all four elements. You may advertise any PG-rated product of your choice. The ad should take up one complete page when finished.



References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 272 - 279.

Approximate Time

1 - 3 hours

Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour are complete. (1 point)	___
Slide 2	The four elements of a print advertisement are listed correctly. (4 points)	___
Slides 3 - 6	The four elements of a print advertisement are defined correctly. (3 pts/element)	___
Slide 7	The print ad effectively incorporates the elements of print advertisement. (12 points)	___

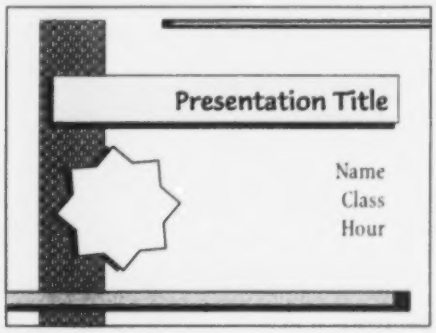
Presentation Requirements

Grammar and spelling are correct. (3 points)	___
Presentation features are used correctly and creatively. (7 points)	___

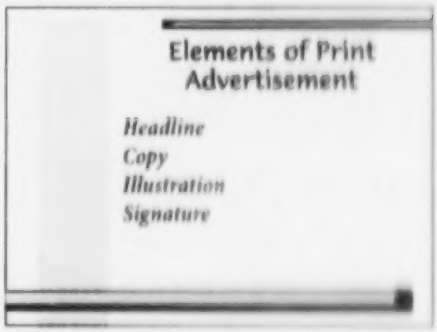
Total Points (40 points possible) ___

Sample Assessment Answer Key

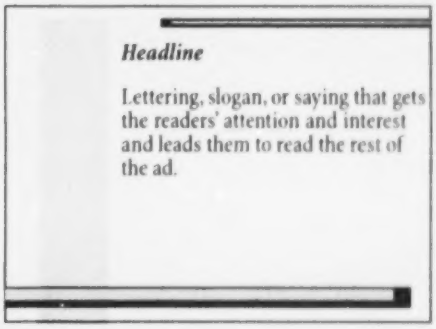
To receive all points possible each slide should include the following:



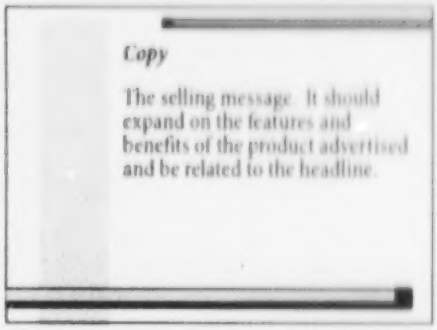
Slide 1



Slide 2


Headline
Lettering, slogan, or saying that gets the readers' attention and interest and leads them to read the rest of the ad.

Slide 3


Copy
The selling message. It should expand on the features and benefits of the product advertised and be related to the headline.

Slide 4

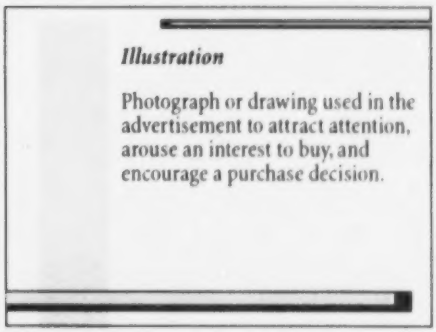
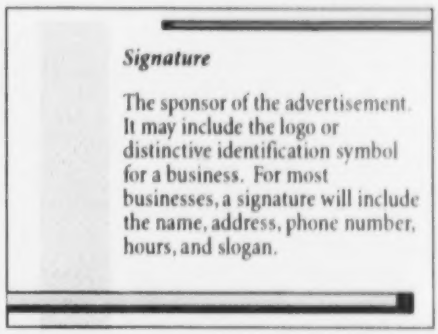


Illustration
Photograph or drawing used in the advertisement to attract attention, arouse an interest to buy, and encourage a purchase decision.

Slide 5


Signature
The sponsor of the advertisement. It may include the logo or distinctive identification symbol for a business. For most businesses, a signature will include the name, address, phone number, hours, and slogan.

Slide 6

Spring Sale!
the mandolin man
This week—all instruments 10-20% off regular price!
Dietrich Concertina
now $179.95
Handmade, with binding
Baggins LG-5 Lute
only $249.95
Solid maple top, ebony fretboard
mandolin man instruments
"If it makes noise without being plugged in, we stock it!"
1971 Raglan Rd 555-LUTE
Open M-F 10-6, Sat. 10-8
Special pricing on all
Woodworm Harps
Gut and steel-string models

Slide 7

Identifying the Major Elements of an Advertisement

Learner Outcome

G1: Analyze advertising media

Competency

G1b: Identify the major elements of a print or broadcast advertisement

Objective

Students will combine the major elements of a print advertisement to create a computer-generated advertisement.

Activity

You work in the advertising department for a sport company that has developed the Swift Running Shoe. Your advertising team has been assigned to write an advertisement for the new running shoe, which has the following features:

- Helps guard runners with no overt stability problems against long-term effects of repeated impact.
- Mimics the shape of the foot to enhance the function of the shoe.
- Helps to prevent rollover and traction and increase cushioning and flexibility because the shoe has no hard edges.
- Provides unsurpassed cushioning at the point of impact: tests show 20% improvement in cushioning over other midsole cushioning systems.
- Provides midfoot support.

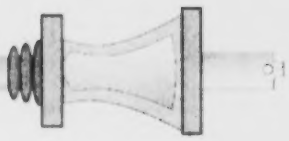
Part 1: Developing the Parts of the Advertisement

Step 1 Using the techniques of writing a headline, create a headline for the Swift Running Shoe. Headline writing techniques include rhyme, paradox, pun, alliteration, and play on words.

Step 2 Write the copy for the Swift Running Shoe advertisement. The advertisement copy should expand the headline's information, creating consumer interest in the product.

Step 3 Select an appropriate image for the advertisement, remembering that the image's primary role is to generate attention to the advertisement. The image and the headline should work together to get the consumer to read the copy.

Step 4 Create a signature or logo for the running shoe. The signature is the identifying mark of the product and should generate instant identification.



Part 2: Creating the Advertisement

Step 1 Using graphic and draw features, create a shell for the advertisement.

Step 2 Type in the advertisement headline and copy. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use the text or word art features, which allows drop caps to be created or text to be placed in special shapes. Use line, paragraph, or document format features to modify the text's position on the page.

Step 3 Insert an appropriate illustration from clip art or the Internet, or use the graphic or draw features to create an appropriate illustration. Scanned images can also be inserted.

Step 4 Use draw, graphic, and text features to create the product's signature. Use format features to alter the font's appearance.

Reference

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 271-280.

Approximate Time

120 minutes

Sample Assessment

Part 1: Developing the Parts of the Advertisement

Step 1	The headline is present in the advertisement. (15 points)	___
Step 2	The copy is effective and consistent with the product. (15 points)	___
Step 3	The illustrations show good use of the product. (15 points)	___
Step 4	The signature/logo is well designed. (15 points)	___

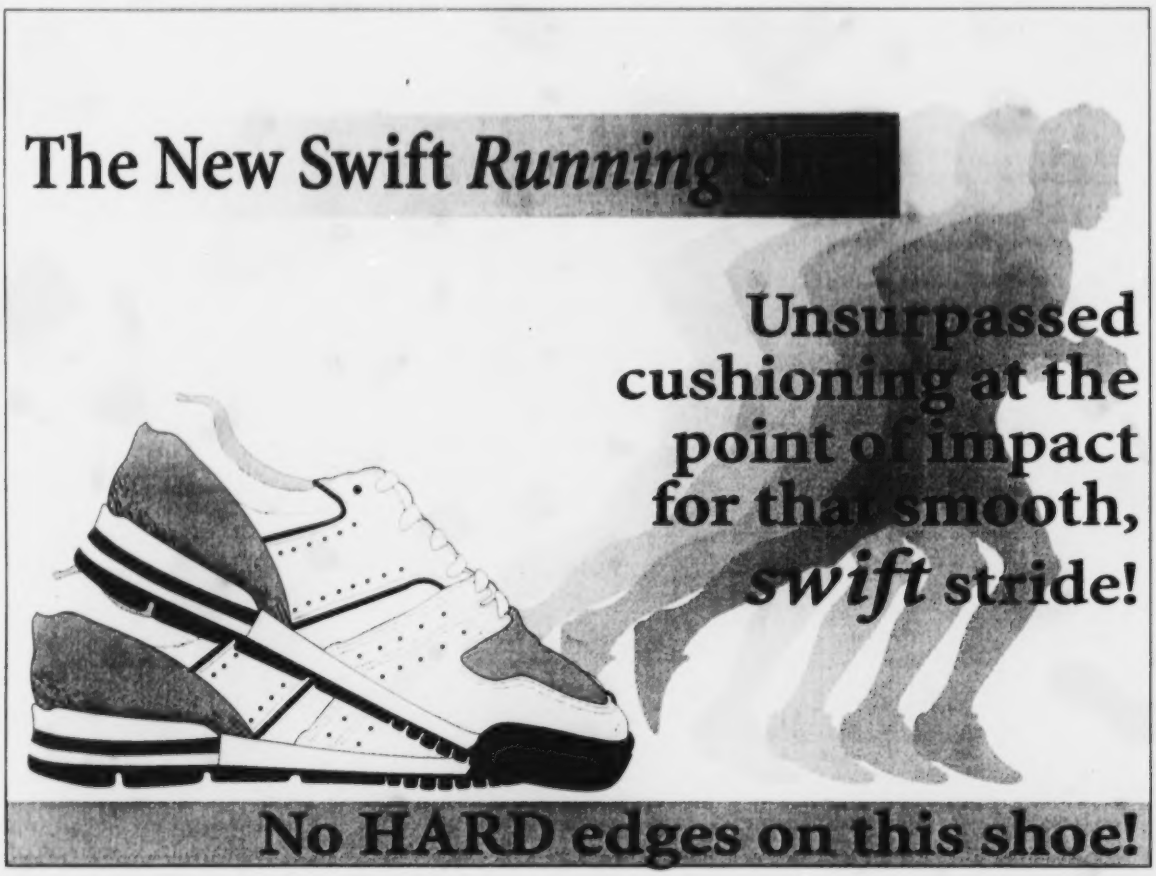
Part 2: Creating the Advertisement

Step 1-4	Font and graphic features are used effectively and creatively in the advertisement. (40 points)	___

Total Points (100 possible points) ___

Sample Assessment Answer Key

In order to receive all possible points, the student's advertisement should have the following components:


The New Swift Running Shoe
Unsurpassed cushioning at the point of impact for that smooth, swift stride!
No HARD edges on this shoe!

Signature

Evaluating Promotional Activities

Learner Outcome

G2 Evaluate promotional activities

Competencies

G2a: Define promotional mix

G2b: Describe the potential elements of a promotional mix

Objective

The student will define the promotional mix and describe the elements of a promotional mix using a presentation program.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 The first slide should contain the title for the presentation and the presenter's name, class, and hour.

Step 3 Define promotional mix on slide 2.

Step 4 On slide 3, list the four basic types of promotions.

Step 5 Slides 4 - 6 should contain definitions of advertising, publicity, and sales promotion.

Step 6 The nine types of sales promotions should be listed on slide 7 and 8.

Step 7 Define personal selling on slide 9.

Step 8 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

Step 9 Check spelling carefully by using the spell check feature.

Additional Presentation Activity

You are the advertising director for a chain of restaurants. The restaurant you work for is only open during the month of January. Their specialty dish is alligator stew. As an advertising director, your

job is to create a promotional mix using advertising, press releases, premiums, and personal selling. Using a presentation software, create a promotional mix for the restaurant and their Alligator Stew. Be Creative.

Additional Word Processing Activity

Using a word processor:

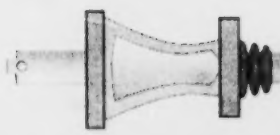
1. Define promotional mix.
2. Describe the potential elements of a promotional mix.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials.* 2d ed. Glencoe/McGraw-Hill, New York, 1997. Pages 245 - 253.

Approximate Time

1 - 3 hours



Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour are complete. (2 points)	____
Slide 2	Promotional mix is defined correctly. (3 points)	____
Slide 3	The four basic types of promotion are listed correctly. (3 points)	____
Slide 4	Advertising is defined correctly. (3 points)	____
Slide 5	Publicity is defined correctly. (3 points)	____
Slide 6	Sales promotion is defined correctly. (3 points)	____
Slide 7-8	List the nine types of sales promotions. (1 pt/type)	____
Slide 9	Personal selling is defined correctly. (3 points)	____

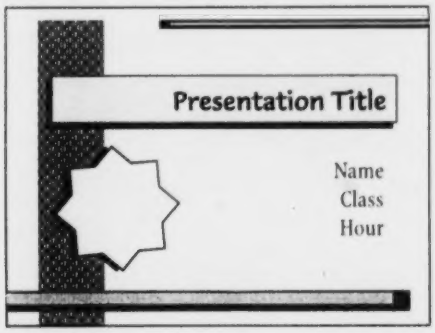
Presentation Requirements

Grammar and spelling are correct. (6 points)	____
Presentation features are used correctly and creatively. (10 points)	____

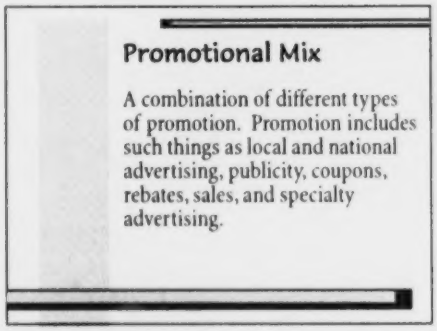
Total Points (45 points possible) ____

Sample Assessment Answer Key

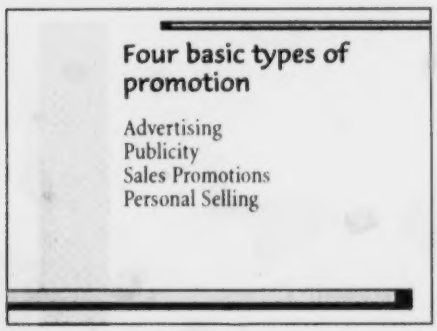
To receive all points possible, each slide should include the following:



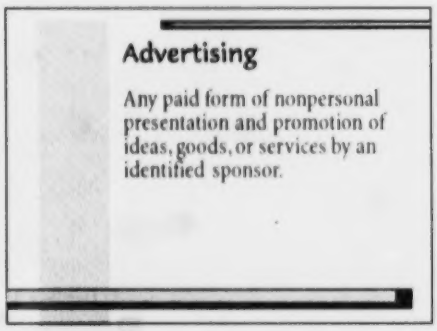
Slide 1


Promotional Mix
A combination of different types of promotion. Promotion includes such things as local and national advertising, publicity, coupons, rebates, sales, and specialty advertising.

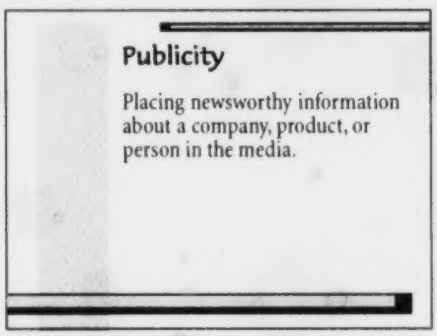
Slide 2



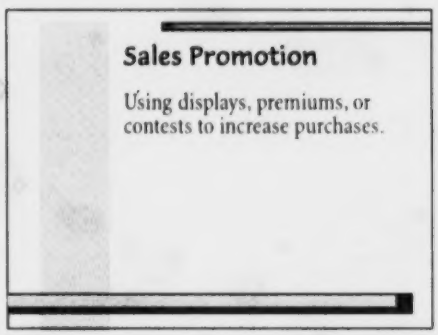
Slide 3


Advertising
Any paid form of nonpersonal presentation and promotion of ideas, goods, or services by an identified sponsor.

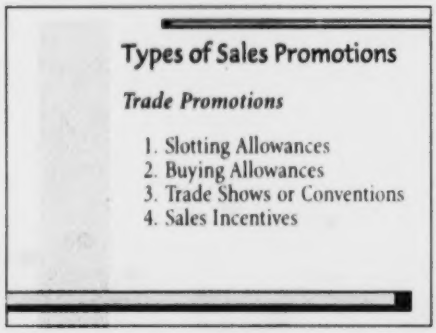
Slide 4



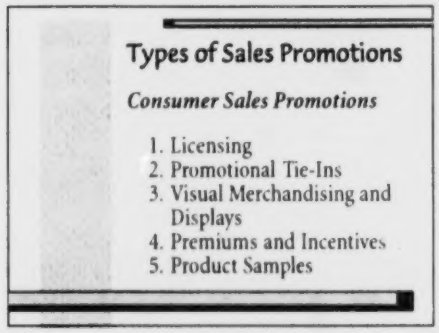
Slide 5



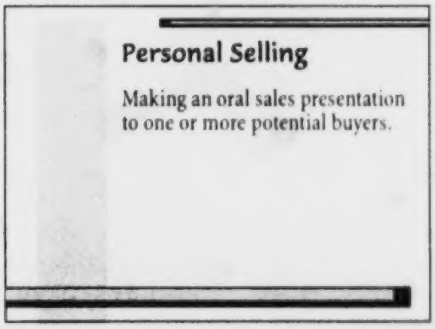
Slide 6



Slide 7



Slide 8



Slide 9

Selecting Locations for Displays

Learner Outcome

G4: Develop and plan promotional activities

Competency

G4e: Select the most effective locations within the business to place displays

Objective

Students will design a floor plan using effective principles of store layout and display placement.

Activity

Frank and Terry Reynolds have assigned you the task of designing an effective store layout for their new store, The Attic and Coffee Bar. The store will feature gift items, cards, holiday decorations, floral department, and coffee bar. The following displays are available for your store layout: closed, open, architectural displays, point-of-purchase, and store decorations. You will need to arrange a registry table, the coffee bar, and a checkout area and the following items:

- 2 card racks with cards.
- Fine china and crystal for bridal registry.
- Crystal items.
- Candles: tapers, jar candles, votives, and tarts.
- Assorted stuffed animals.
- Decanters and steins.
- 100 containers of silk flowers for arrangements.
- Assorted 3-gallon jars with flavored coffees.
- Miscellaneous gourmet food items.
- Lotions, bath gels, and soaps.
- Assorted baskets.
- Picture frames.
- Stationery items.
- Potpourri and sachets.
- Table items including placemats, napkins, napkin rings, potholders, aprons, and towels.
- Various jars and decorative bottles.
- Canisters and miscellaneous kitchen bric-a-brac.
- Candle holders.
- Copper and brass items.
- Oak furniture: pie safes, sofa tables, library tables, cabinets, shelves, etc.

Step 1 Using graphic and draw features, draw the appropriate shapes to recreate the store's architectural layout:

Step 2 Use the graphic and draw features to develop icons (shapes) for the merchandise areas. Use the border and fill features to alter the appearance of the icons (shapes). As you consider where to place the merchandise, consider the following factors:

- All five display types must be used.
- The space nearest the entrance generally has the potential for the highest money sales.
- The farther from the entrance, the less sales potential.
- Most customers will walk farther for special merchandise.
- The layouts should be planned with the customer as well as merchandising principles in mind.
- Merchandise is visible to customers.
- Merchandise and fixtures should not interfere with customers coming into the store.

Step 3 Use the text feature to label each merchandise area's icon. Use format features to alter the appearance of the text.

Step 4 Use spelling and grammar tools to check for errors.

Additional Activity

Have the students include a paragraph giving a rationale for the store's arrangement and an explanation for their choice of fixtures and displays.

Reference

Samson, Harland E. and Wayne G. Little. *Retail Merchandising: Consumer Goods and Services.* 11th ed. Cincinnati, OH: South-Western Publishing, 1993. Pages 455 - 460.

Approximate Time

120 minutes

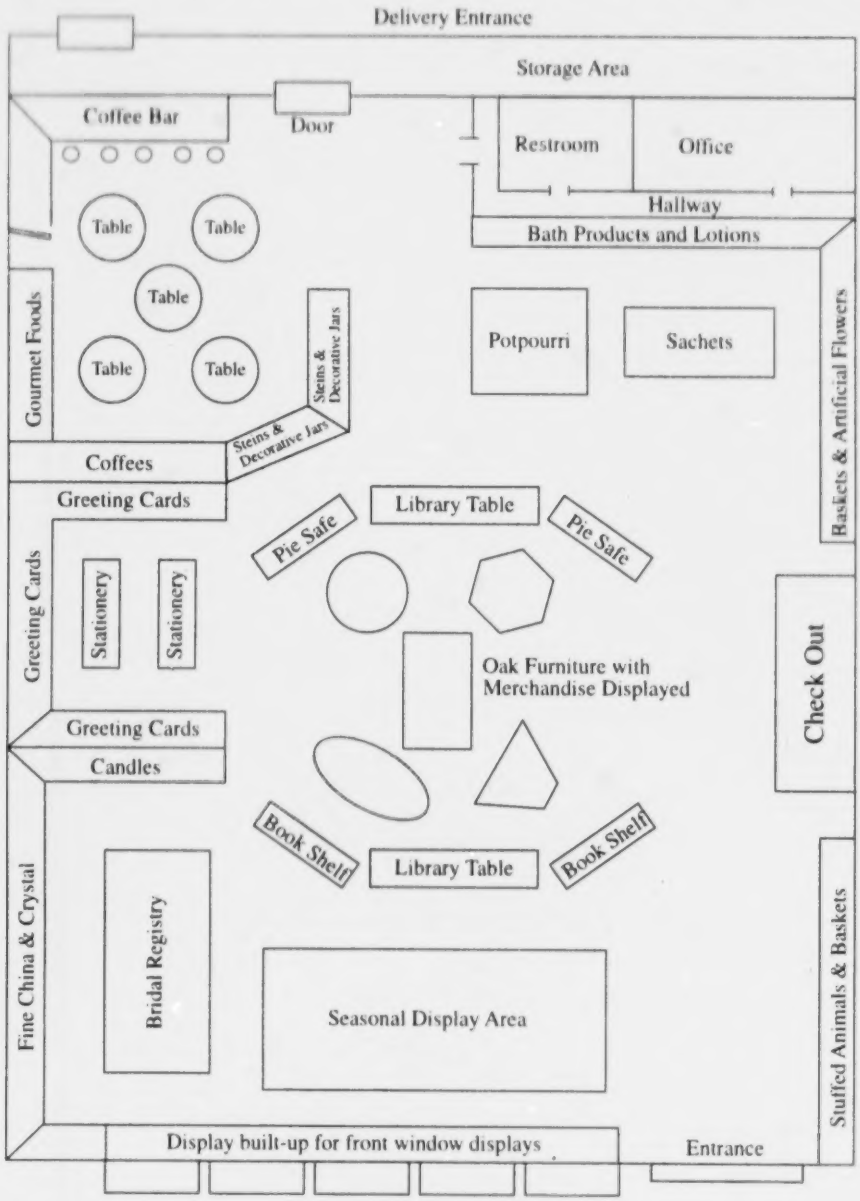
Sample Assessment

Steps 1-3	Store layout has a professional appearance. (5 points)	___
	Store layout follows the prescribed format. (5 points)	___
	All twenty merchandise areas were included. (5 points)	___
	Appropriate displayers were used for the merchandise. (5 points)	___
	Layout was easy to read and understand. (5 points)	___
	No spelling, punctuation, or grammatical errors. (5 points)	___
	All five types of displayers were used. (5 points)	___
	The space nearest the entrance generally has the merchandise with the potential for the highest sales. (10 points)	___
	The space farthest from the entrance has the merchandise with the least sales potential. (10 points)	___
	Special merchandise is located where most customers will have to walk farther to see them. (10 points)	___
	The layout was planned with the costumer and merchandising principles in mind. (10 points)	___
	All the merchandise is visible to customers. (10 points)	___
	The merchandise and fixtures do not interfere with customers coming into the store. (10 points)	___

Total Points (95 points possible) ___

Sample Assessment Answer Key

To receive all possible points, the student's layout should contain the following components:



Using Visual Merchandising

Learner Outcome

G5 Utilize visual merchandising in the promotion mix

Competencies

G5a: Identify the basic types of displays used to promote sales
G5b: Identify the importance of visual merchandising as it applies to a business image

Objective

The student will identify the basic types of displays used to promote sales and identify the importance of visual merchandising as it applies to business image by creating a presentation slide show using text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation, your name, class, and hour.

Step 3 Define visual merchandising on slide 2.

Step 4 Slide 3 should contain a description of display.

Step 5 List the four major types of displays on slide 4.

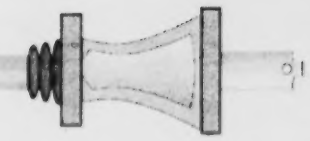
Step 6 On slides, 5 - 8, describe each type of display.

Step 7 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

Step 8 Check spelling carefully by using the spell check feature.

Additional Word Processing Activity

Using a word processor:
1. Describe visual merchandising.
2. Describe display.
3. Describe the four main types of display.



References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 283 - 293.

Approximate Time

2 - 3 hours

Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour are complete. (2 points)	___
Slide 2	Visual merchandising is defined correctly. (3 points)	___
Slide 3	Display is defined correctly. (3 points)	___
Slide 4	The four types of displays are listed correctly. (4 points)	___
Slides 5 - 8	Each type of display is described correctly. (2 pts/type)	___

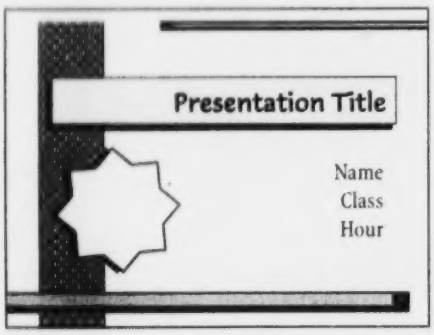
Presentation Requirements

Spelling and grammar are correct. (5 points)	___
Presentation features are used correctly and creatively. (5 points)	___

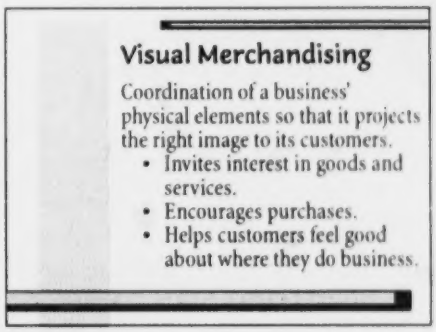
Total Points (30 points possible) ___

Sample Assessment Answer Key

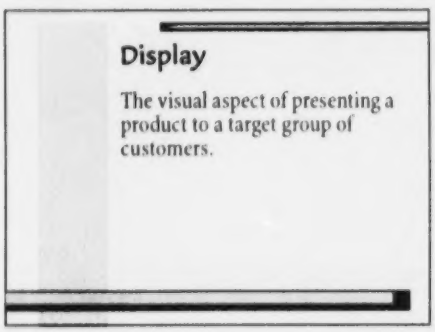
To receive all points possible each slide should include the following:



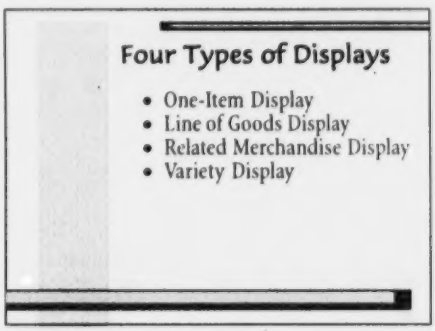
Slide 1


Visual Merchandising
Coordination of a business' physical elements so that it projects the right image to its customers.
• Invites interest in goods and services.
• Encourages purchases.
• Helps customers feel good about where they do business.

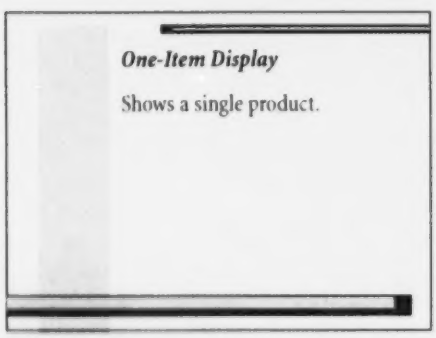
Slide 2



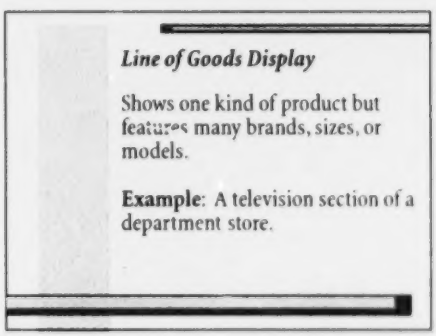
Slide 3



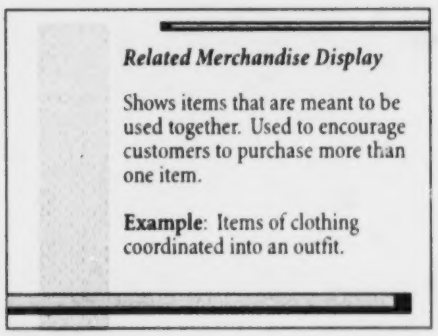
Slide 4



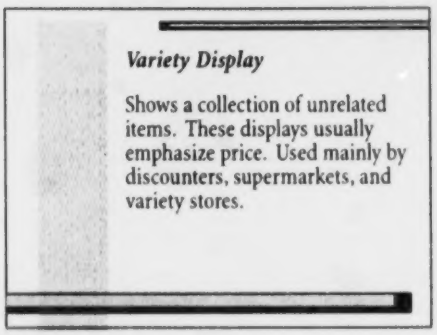
Slide 5


Line of Goods Display
Shows one kind of product but features many brands, sizes, or models.
Example: A television section of a department store.

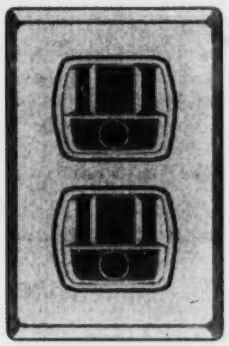
Slide 6

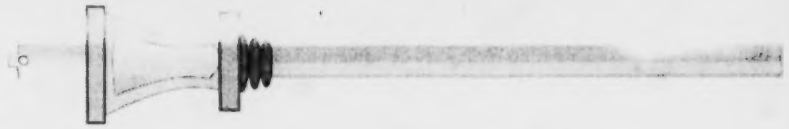

Related Merchandise Display
Shows items that are meant to be used together. Used to encourage customers to purchase more than one item.
Example: Items of clothing coordinated into an outfit.

Slide 7


Variety Display
Shows a collection of unrelated items. These displays usually emphasize price. Used mainly by discounters, supermarkets, and variety stores.

Slide 8

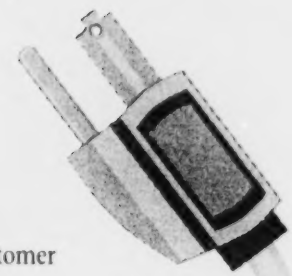




Selling

H1. Plan a sales presentation

a. Identify ways of dealing with ancillary personnel
b. Prepare and organize sales aids
c. Plan a smooth, natural, and interesting sales presentation
d. Plan for customer's participation
e. Identify how to analyze customer needs and wants
f. Identify sources of product or service knowledge



H2. Conduct a sales presentation

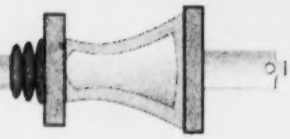
a. Announce the purpose for the call immediately to the prospective customer
b. Gain customer's attention with a strong opening remark
c. Approach the customer, determine needs, and begin the sale
d. Show how the product or service will satisfy the needs of the customer
e. Present the features and benefits of a product or service
f. Overcome customer's objections and excuses
g. Close the sale
h. Follow-up to service the sale
i. Use information on tags, labels, stamps, wrappers, etc., to help the customer buy intelligently
j. Convert product or service knowledge into selling points

H3. Identify various types of selling

a. Identify the various types of selling, besides retailing, that take place in marketing
b. Identify sales-related occupations
c. Identify the various kinds of non-personal and personal selling
d. Process telephone orders

***H4.** Utilize specialized selling techniques*

* a. Compare goods or services favorably with competing products or services
* b. Suggest advertised products or services with related items in an attempt to increase the amount of the sale
* c. Coordinate products or services with related items in an attempt to increase the amount of the sale
* d. Suggest larger quantities, higher priced goods, and additional goods in an effort to increase the average sale
* e. Develop sales-incentive programs



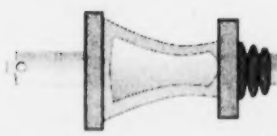
H5. Utilize organizational skills in professional selling

a. Determine the importance of making an appointment in advance and being on time
b. Keep customer records
* c. Set and evaluate sales goals or quotas

H6. Understand the buying process

a. Identify how to determine the buying motives of customers and then appeal to them
b. Analyze potential prospects and buying behavior
c. Explain the nature of the buying process
d. Perform operations that facilitate buying decisions

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing education class.



Preparing and Organizing Sales Aids

Learner Outcome

H1: Plan a sales presentation

Competency

H1b: Prepare and organize sales aids

Objective

Students will design a brochure that will assist in an effective product presentation.

Activity

You are a sales consultant for one of the Big 3 automobile companies that has just developed a new car model the Austin JXI Convertible. It is your job to design a four-page promotional brochure to assist in selling the automobile to prospective customers. The brochure will be used in dealerships as well as sent to past and prospective convertible buyers.

Step 1 Select the features of the new convertible by reviewing car advertisements, brochures, or automobile homepages at the following URLs:

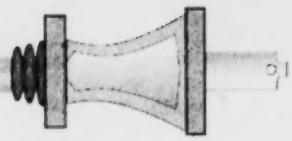
www.chrysler.com	*www.ford.com*
www.gmc.com	*www.saturn.com*
www.dodge.com	*www.chevrolet.com*

Hint: Sketching the brochure out on paper before using the computer will help eliminate unnecessary changes on the computer and help the students get an overall concept of the brochure's design.

Step 2 Using format features, divide a two page document into four sections, one section equaling one page of the brochure. The pages can be positioned in either letter or letter landscape view.

Step 3 Using the graphic, draw, and text features, design the front page of the brochure. This page should grab the attention of the consumer with a title and an illustration, which can be inserted from clip art or the Internet. Use format features to modify the text's appearance and position.

Step 4 Using the graphic, draw, and text features, design the second page of the brochure. This page could include uses for the car, listing examples of where the driver may go in the car. Clip art could also be used to show people driving the car.



Step 5 Using the graphic, draw, and text features, design the third page of the brochure. This page should give the consumer specific information about the car's features, equipment, and design.

Step 6 Using graphic, draw, and text features, design the fourth page of the brochure. This page should contain a statement that will close the sale by asking the consumer to make a purchase. This page should include information on where the car can be purchased, such as the address and phone number of dealers or email and Internet information.

Step 7 Use the spelling and grammar tools to check for errors.

Step 8 Print the brochure, and assemble it.

Approximate Time

120 minutes

Sample Assessment

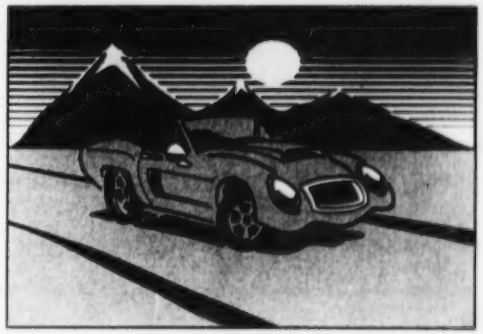
Step 1-8	The brochure's format is creative and original. (10 points)	___
	The first page grabs the attention of the consumer. (15 points)	___
	The brochure includes a description of the automobile. (15 points)	___
	The brochure includes a description of the car's features, equipment, and design. (15 points)	___
	The last page of the brochure closes the sale. (15 points)	___
	Software features are used appropriately. (10 points)	___
	Illustration and artwork are used effectively. (10 points)	___
	The brochure is free of grammar, spelling, and punctuation errors. (10 points)	___

Total Points (100 possible points) ___

Join the fun!

For more information on the **Austin JXI Convertible**, call 1-888-555-VRUM or visit our web site at:

http://www.austincars.com/JXI.html



Look for the Austin JXI convertible at the following friendly local Austin dealers:

Max's Cool Cars • 1202 Acacia • 555-6882
Vlad Aardacken Auto • 103 Main • 867-5309
Otto Zone • 2500 W. Quality St. • 853-5937
Lake Opal Austin • 18 E. Sydney Ln. • 555-2600

Page 4

Austin JXI

Convertible

LET THE RIDE BEGIN

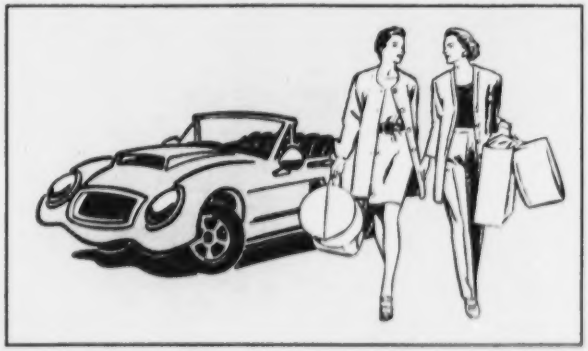
Page 1

To receive all possible points, the student's brochure should include the following components:

The Fun Begins...

Antique auctions,shopping at the mall, meetings in the afternoon and a night on the town. The **Austin JXI Convertible** will go with you every step of the way, every day.

This sleek, sporty car fits your life and your style. Its peppy engine, smooth handling and sleek looks will please even the toughest customer. It adds fun to any drive--whether or not you have a destination!



The **Austin JXI Convertible** is available in two trim levels: the RX and the RXI. The **Austin's** sleek, aerodynamic exterior is sculptured from front to rear. Setting the tone for the car's dramatic good looks, its front fascia design receives a grille, emblem and headlamp mask; while the side profile has been modified with new bodyside cladding and badging.

The **Austin JXI** comes with a host of refinements for the model year on both the base RX and top of the line RXI. Foremost is the availability of the electronic, driver-controlled four-speed shiftable Autostick Control System, which can be mated to the available 160 horsepower 2.5 liter single overhead cam, 24 valve V6 engine. Autostick blends the performance of a manual shift with the smooth control of an electronic automatic transmission.

Conducting a Sales Presentation

Learner Outcome

H2: Conduct a sales presentation

Competencies

H2c: Approach the customer, determine needs, and begin the sale
H2b: Gain customer's attention with a strong opening remark

Objective

The student will define preapproach and approach, differentiate between the three approaches in retail selling, and describe the approach in industrial sales by creating a presentation slide show using enlarged and colored text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation and the presenter's name, class, and hour.

Step 3 Define preapproach on slide 2.

Step 4 Slide 3 should contain a definition of approach.

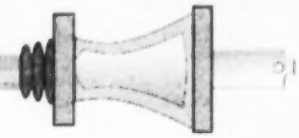
Step 5 Differentiate between the three approaches in retail selling on three separate slides (slides 4-5).

Step 6 On slides 7-9, list a specific example of each type of approach in retail selling.

Step 7 Describe the approach in industrial selling on slide 10.

Step 8 Once the text has been created on each slide, use formatting features, such as font, color, alignment, etc., to design the slides text. Graphics may also be added to slides by inserting clip art or by using the draw tools to create one; however, the graphics should be appropriate for the text.

Step 9 Check spelling carefully by using the spell check feature.



Additional Presentation Activity

Have students choose a product, such as a hair dryer, sports car, computer, or stereo. Students will create a slide show for their specific product describing their product, the preapproach, and the approach they would use for the product.

Additional Word Processing Activity

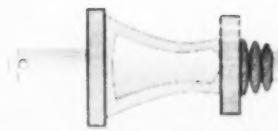
Have students write a report describing the preapproach, the approach, the three approaches in retail selling, and describe the approach in industrial sales. The report should be well written and in paragraph form.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 187 - 193.

Approximate Time

1 - 3 hours



Sample Assessment

Slide Requirements

Slide 1	Presentation title and presenter's name, class, and hour are complete. (2 points)	___
Slide 2	Preapproach is described correctly. (3 points)	___
Slide 3	Approach is described correctly. (3 points)	___
Slides 4 - 6	The three approaches in retail selling are differentiated correctly. (3 pts/slide)	___
Slides 7 - 9	A different approach for each type of approach in retail selling is created. (3 pts/slide)	___
Slide 10	The approach in industrial sales is described correctly. (3 points)	___

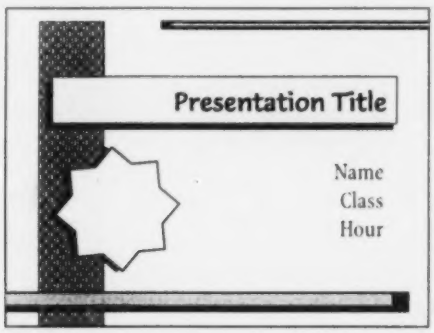
Presentation Requirements

Grammar and spelling are correct. (6 points)	___
Presentation features are used correctly and creatively. (10 points)	___

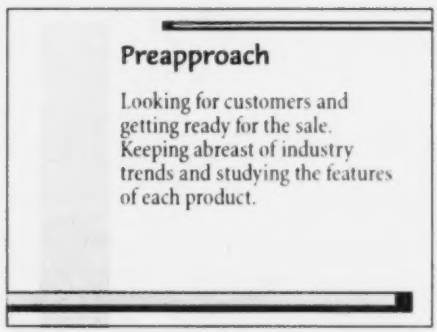
Total Points (45 possible points) ___

Sample Assessment Answer Key

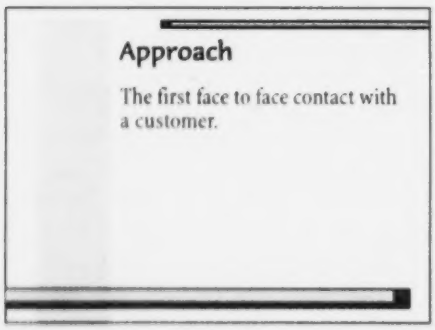
To receive all points possible each slide should include the following:



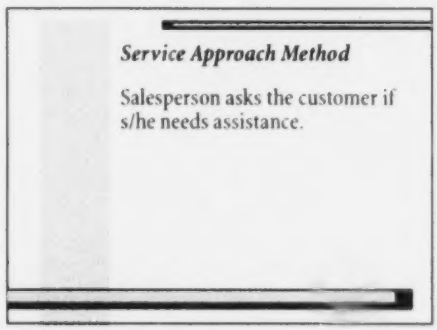
Slide 1


Preapproach
Looking for customers and getting ready for the sale. Keeping abreast of industry trends and studying the features of each product.

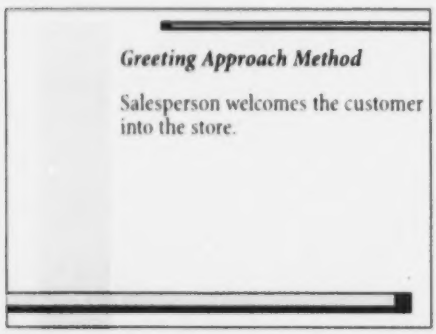
Slide 2



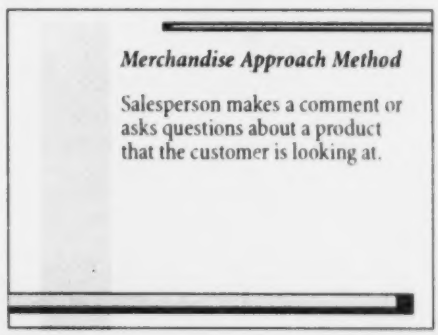
Slide 3



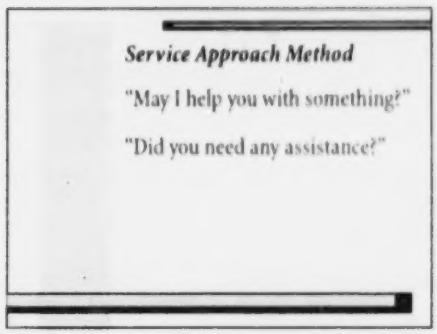
Slide 4



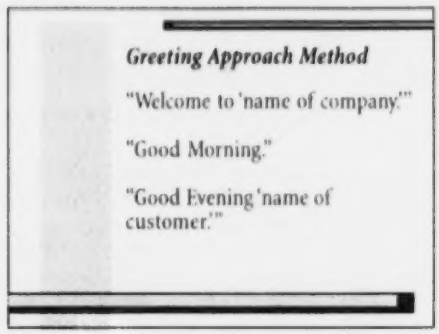
Slide 5


Merchandise Approach Method
Salesperson makes a comment or asks questions about a product that the customer is looking at.

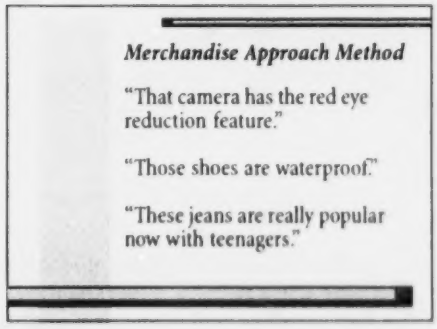
Slide 6



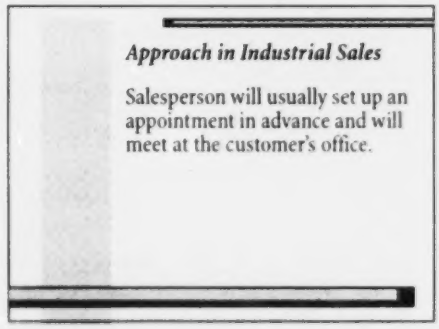
Slide 7



Slide 8


Merchandise Approach Method
"That camera has the red eye reduction feature."
"Those shoes are waterproof."
"These jeans are really popular now with teenagers."

Slide 9


Approach in Industrial Sales
Salesperson will usually set up an appointment in advance and will meet at the customer's office.

Slide 10

Conducting a Sales Presentation, Part 2

Learner Outcome

H2: Conduct a sales presentation
B3: Understand economics and economic activities

Competencies

H2e: Present the features and benefits of a product or service
H2f: Overcome customer's objections and excuses
H2g: Close the sale
B3g: Explain the types of economic utility

Objective

The student will present the features and benefits of a product or service, overcome customer objections, close the sale, and explain the types of economic utility using presentation software.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation and the presenter's name, class, and hour.

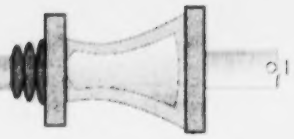
Step 3 Slide 2 should describe in detail a product/service that is available in the marketplace, including price and where it is available.

Step 4 On the appropriate number of slides, describe the five types of utility and relate each utility specifically to the selected product.

Step 5 On a slide following the utility descriptions, describe which generation is most likely to purchase your product and why.

Step 6 The next slide should list seven features and seven benefits the product/service chosen for slide 2 provides.

Step 7 Once the seven features and seven benefits have been listed, use the appropriate number of slides to describe the five types of objections a customer may have. Give an example of each type of objection and a possible response for each objection example.



Step 8 A separate description of the four specialized closing methods should follow the slides listing common customer objections.

Step 9 Define suggestion selling on the slide following the closing methods descriptions.

Step 10 After defining suggestion selling, list five related items that could be sold with the product listed on slide 2.

Step 11 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

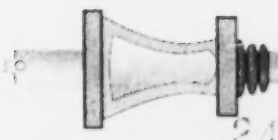
Step 12 Check spelling carefully by using the spell check feature.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 7 - 8, 73 - 83, 175 - 183, 207 - 213, and 217 - 225.

Approximate Time

1 - 2 hours



Sample Assessment

Slide Requirements

Slide 1	Presentation title and presenter name, class, and hour are complete. (2 points).	___
Slide 2	An appropriate product is described in detail and the description includes the product's price, and where it is available. (3 points)	___
Slide 3	The five types of utility are described correctly and have been appropriately related to the product on slide 2. (2 pts/type)	___
Slide 4	The generations that will most likely purchase the product on slide 2 have been correctly identified and defended. (3 points)	___
Slide 5	The seven features and benefits provided by the product/service on slide 2 have been listed correctly in a feature-benefit chart. (2 pts/feature)	___
Slide 6	Five common customer objections have been identified, specific examples of these objections have been listed and an appropriate response has also been listed. (3 pts/objection)	___
Slide 7	The four specialized closing methods have been described. (4 points)	___
Slide 8	Suggestion selling is defined correctly. (2 points)	___
Slide 9	The five items listed are related to and can be sold with the product chosen for slide 2. (2 pts/item)	___

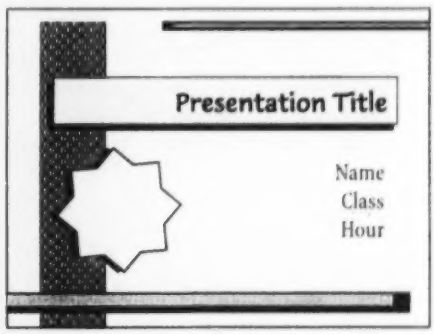
Presentation Requirements

Spelling and grammar are correct. (5 points)	___
Presentation features are used correctly and creatively. (7 points)	___

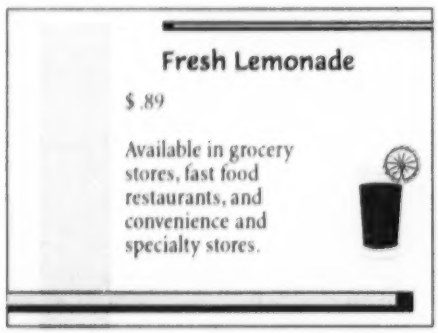
Total Points (95 possible points) ___

Sample Assessment Answer Key

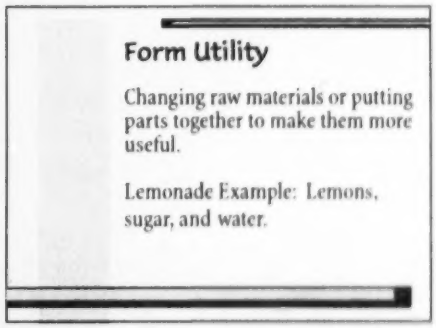
To receive all points possible each slide should include the following:



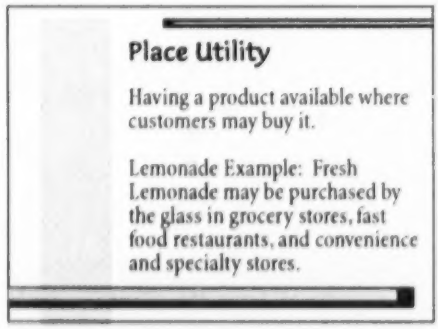
Slide 1



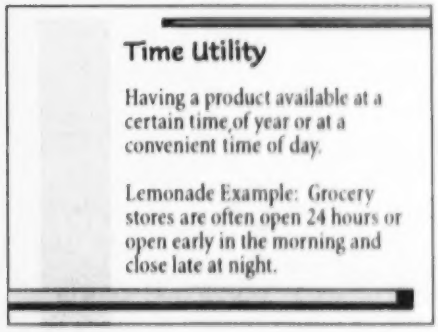
Slide 2


Form Utility
Changing raw materials or putting parts together to make them more useful.
Lemonade Example: Lemons, sugar, and water.

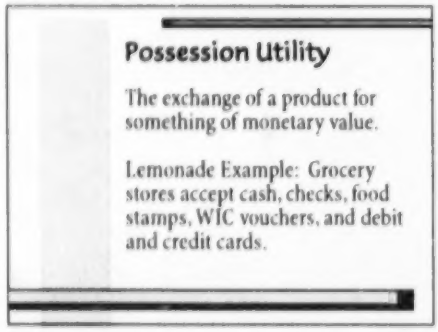
Slide 3


Place Utility
Having a product available where customers may buy it.
Lemonade Example: Fresh Lemonade may be purchased by the glass in grocery stores, fast food restaurants, and convenience and specialty stores.

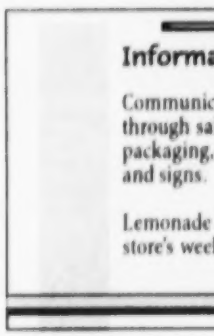
Slide 4


Time Utility
Having a product available at a certain time of year or at a convenient time of day.
Lemonade Example: Grocery stores are often open 24 hours or open early in the morning and close late at night.

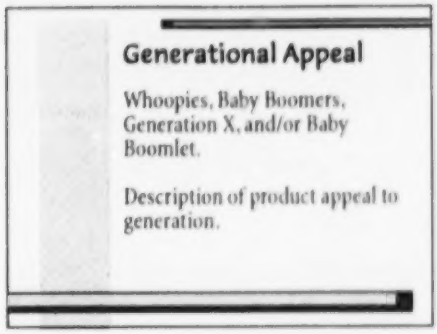
Slide 5


Possession Utility
The exchange of a product for something of monetary value.
Lemonade Example: Grocery stores accept cash, checks, food stamps, WIC vouchers, and debit and credit cards.

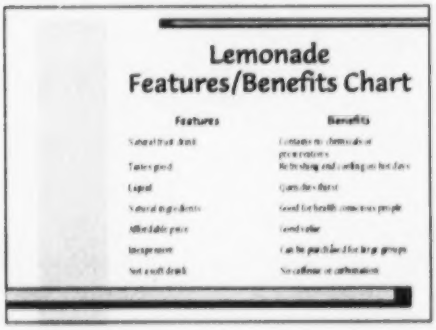
Slide 6


Information Utility
Communication with the customer through salespeople, displays, packaging, labeling, advertising, and signs.
Lemonade Example: A grocery store's weekly advertisement.

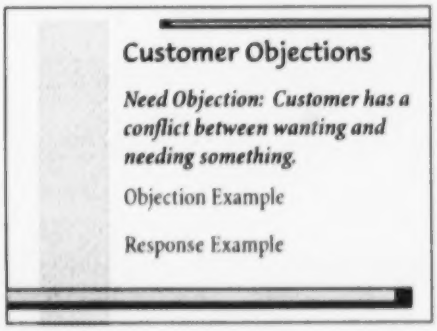
Slide 7


Generational Appeal
Whoopies, Baby Boomers, Generation X, and/or Baby Boomlet.
Description of product appeal to generation.

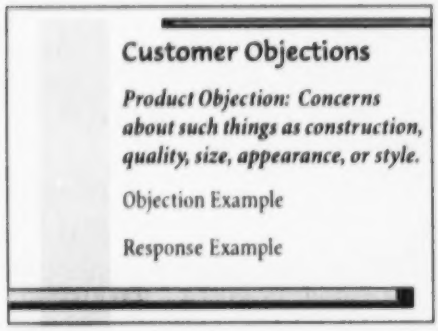
Slide 8



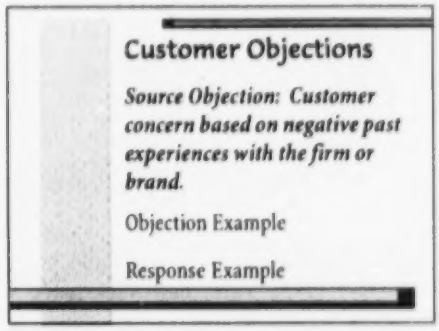
Slide 9


Customer Objections
Need Objection: Customer has a conflict between wanting and needing something.
Objection Example
Response Example

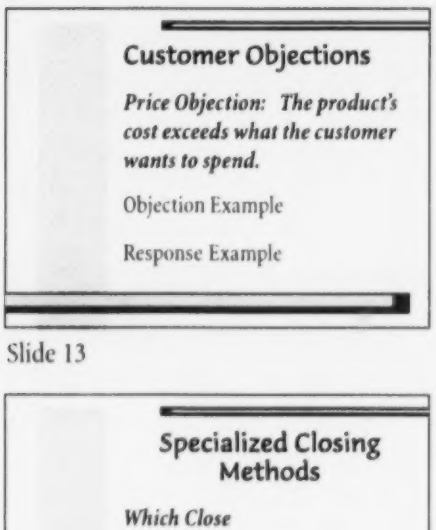
Slide 10


Customer Objections
Product Objection: Concerns about such things as construction, quality, size, appearance, or style.
Objection Example
Response Example

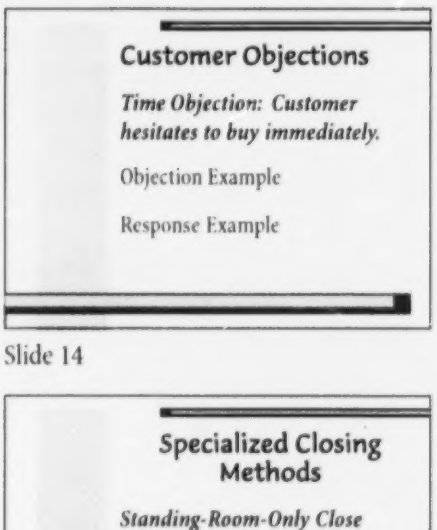
Slide 11


Customer Objections
Source Objection: Customer concern based on negative past experiences with the firm or brand.
Objection Example
Response Example

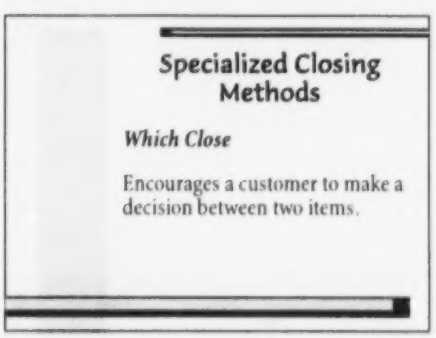
Slide 12


Customer Objections
Price Objection: The product's cost exceeds what the customer wants to spend.
Objection Example
Response Example

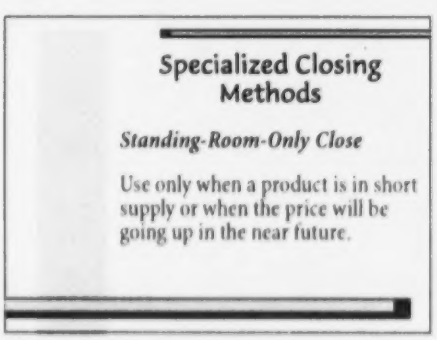
Slide 13



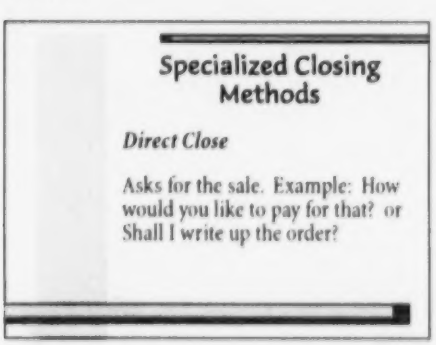
Slide 14



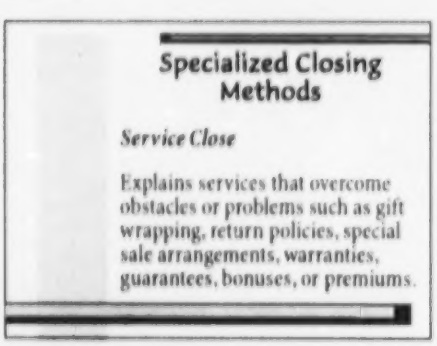
Slide 15


Specialized Closing Methods
Standing-Room-Only Close
Use only when a product is in short supply or when the price will be going up in the near future.

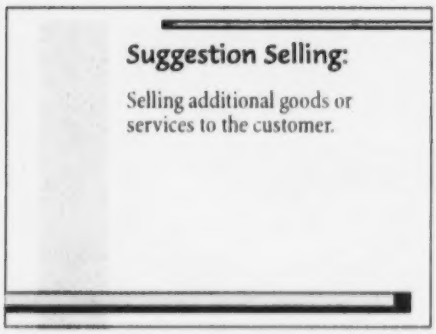
Slide 16


Specialized Closing Methods
Direct Close
Asks for the sale. Example: How would you like to pay for that? or Shall I write up the order?

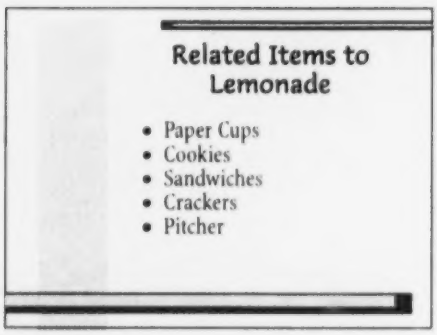
Slide 17


Specialized Closing Methods
Service Close
Explains services that overcome obstacles or problems such as gift wrapping, return policies, special sale arrangements, warranties, guarantees, bonuses, or premiums.

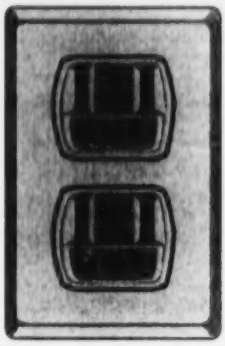
Slide 18



Slide 19



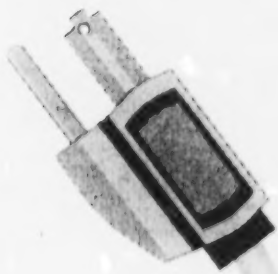
Slide 20



Marketing Concepts

11. Analyze the marketing mix

a. Identify the types of goods
b. Understand the basic vocabulary of marketing
c. Explain market share and identify factors affecting market share
* d. Recognize trends and developments in marketing



12. Classify channels of distribution

a. Define channel of distribution
b. Describe two basic types of distribution
c. Describe the function performed by channel intermediaries
d. Identify factors that influence the length/width of a channel
e. Identify the characteristics of retailers, wholesalers, agents, and brokers
* f. Determine the most suitable channel of distribution for various products

13. Identify marketing strategies

a. Define marketing strategy
* b. Identify factors that affect marketing strategies
* c. Describe a marketing strategy for a given situation
d. Define marketing mix and identify the elements of the marketing mix
e. Determine a marketing mix for a product or service

14. Identify markets for a product and/or service

a. Define the meaning of a market for a product
b. Describe how a market for a product can be identified
c. Identify demographic characteristics that would compose market segments for particular products

15. Identify the importance of marketing

a. Explain the importance of marketing in our economy
b. Define and explain the marketing functions involved in marketing products and services
c. Explain the marketing concept

16. *Describe the importance of international marketing*

a. Define international trade
b. Explain why nations engage in international trade
* c. Describe how international trade affects the economic interdependence of nations
* d. Analyze international trends on marketing

An asterisk (*) indicates an advanced competency, which is a competency identified for inclusion in an advanced marketing education class.

Classifying Goods and Products

Learner Outcome

I1: Analyze the marketing mix

Competency

I1a: Identify the types of goods

Objective

The student will define three types of consumer goods and classify goods by type.

Activity

Step 1 Using a spreadsheet document, list ten consumer goods (products).

Step 2 In a row above the list of consumer goods, list the three types of consumer goods in separate columns.

Step 3 Give the table a title. Once the text is entered, use cell, row, and column format features to adjust column/row size and text and number appearance.

Step 4 In separate rows, define the three types of consumer goods.

Step 5 Classify the listed consumer goods by placing an X in the column that corresponds with the consumer good's type.

Step 6 For every product, include the name of a local business where the good can be purchased. The business' name should be placed in the same column as the X.

Additional Spreadsheet Activities

Add and classify ten more consumer goods to the list.

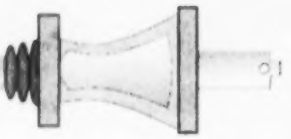
Additional Computer Activities

Using presentation software, create a slideshow classifying goods sold at ten local businesses.

Using word processing software, prepare a report detailing the goods offered at two local businesses.

References

Hutt, Roger. *Entrepreneurship: Starting Your Own Business.* 1994. Pages 141-143.



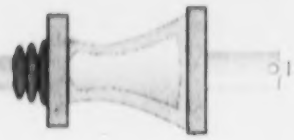
Approximate Time

15 minutes

Sample Assessment

Step 1	Ten consumer goods (products) are correctly listed. (1 pt/consumer good)	____
Step 2	The three types of consumer goods are correctly identified and placed in separate columns. (3 pts/type)	____
Step 3	The table has title and an appropriate format. (6 points)	____
Step 4	The three types of consumer goods have been correctly defined. (3 pts/definition)	____
Step 5	The consumer goods have been correctly classified by type. (1 pt/consumer good)	____
Step 6	An appropriate name of a local business where the good can be purchased has been identified for each consumer good. (1 pt/consumer good)	____

Total Points (54 possible points)



Sample Assessment Answer Key

To receive all points possible, the spreadsheet document should include the following:

	A	B	C	D
1		Consumer Goods		
2		Convenience Goods	Shopping Goods	Specialty Goods
3	**Candy bar**	x - Quick Trip		
4	**Shoes**		x - Payless	
5	**Stereo**		x - Best Buy	
6	**Soda**	x - Mobil		
7	**Chips**	x - Casey's		
8	**Dirt Devil**			x - Famous Barr
9	**Milk**	x - Stop 'n Go		
10	**Guess Jeans**			x - Dillard's
11	**Jeans**		x - Wal-Mart	
12	**Car**		x - Dave's Used Cars	
13				
14	Convenience Goods	Inexpensive merchandise bought frequently with little effort		
15	Shopping Goods	Merchandise bought after comparison shopping		
16	Specialty Goods	Merchandise that is distinguished by brand or features		

Designing a Channel of Distribution

Learner Outcome

I2: Classify Channels of distribution

Competency

I2f: Determine the most suitable channel of distribution for various products

Objective

Students will design a channel of distribution for a new product.

Activity

The Fay Fertilizer Company specializes in plant food and lawn fertilizer and has begun manufacturing a new potting soil that has fertilizers built into it. No other potting soil on the market contains fertilizer. The Fay Fertilizer Company has hired you to design the most appropriate channels of distribution for the new potting soil.

Step 1 Determine the channel distribution for the potting soil considering the following channel members: producer /manufacturer, intermediaries such as retailers and wholesalers, agents, nonchannel members such as transportation and storage companies, industrial users, and consumers.

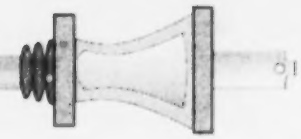
Hint: Sketching the channel of distribution out on paper before using the computer will help eliminate unnecessary changes on the computer and help the students get an overall concept of the channel's design.

Step 2 Using text features, type in a title for the channel of distribution. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page.

Step 3 Using text features, type in the labels for each member of the channel of distribution. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to place the labels in the appropriate position on the page.

Step 4 Insert appropriate clip art for each member of the channel of distribution.

Step 5 Using the draw or graphic feature, draw lines with arrows between the channel of distribution members that show the flow of the potting soil.



Step 6 Using the text features, insert text boxes that explain each part of the channel of distribution. Use format features to alter the font's type or face, size, style, position, color, and appearance. Use line, paragraph, or document format features to modify the text's position on the page.

Additional Activity

Have the students design an alternate channel of distribution.

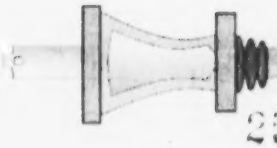
Have the students convert their channels of distributions to a slide presentation.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 308-321.

Approximate Time

120 minutes



Sample Assessment

Step 1	The developed channel is realistic and includes appropriate members. (15 points)	___
Step 2	The channel of distribution is titled appropriately. (5 points)	___
Step 3	Each member of the channel of distribution is labeled. (2 pts/member)	___
Step 4-5	Software features, including clip art, illustrations, and arrowed line, used are appropriate for the channel of distribution and indicate the channel's flow. (25 points)	___
Step 6	Each part of the channel of distribution is explained. (5 pts/part)	___

Total Points ___

Channels of Distribution

Fay Fertilizer Company
Fay Fertilizer Company sells the potting soil to an industrial distributor
Fay Fertilizer Company sells directly to customers from warehouse
Customers use potting soil in yards and gardens
Industrial Distributor
Fay Fertilizer Company uses wholesaler to stock and ship potting soil
Customer
Wholesaler
Fay Fertilizer Company hires sales staff to sell potting soil to retail stores
Retailer sells potting soil to customers
The industrial distributor stores resells and ships the potting soil to an industrial user.
Wholesaler ships potting soil to industrial user.
Wholesaler ships potting soil to retailer.
Industrial User
Retailer
Industrial user uses the potting soil in office building landscaping

Sample Assessment Answer Key

To receive all possible points, the channel of distribution should have the following elements:

Determining Marketing Mix

Learner Outcome

I3: Identify marketing strategies

Competencies

I3a: Define marketing strategy
I3c: Describe a marketing strategy for a given situation
I3d: Define marketing mix and identify the elements of the marketing mix
I3e: Determine a marketing mix for a product or service

Objective

The student will explain marketing strategy, describe the four Ps of marketing (marketing mix), and describe the marketing mix for a product or service by creating a presentation slide show using text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 Type in a title for the presentation, your name, class, and hour on the first slide.

Step 3 Slide 2 should contain a definition for marketing strategy.

Step 4 For slide 3, give the slide a title and list the four Ps of marketing.

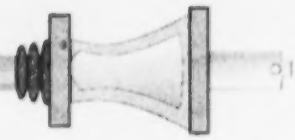
Step 5 Describe the first element of the marketing mix on slide 4, the second element on slide 5, the third element on slide 6, and the fourth element on slide 7.

Step 6 For slide 8, think of a product that currently exists in the marketplace, and describe the product in detail.

Step 7 On slide 9-12, describe how the product described on slide 8 meets the four elements of the marketing mix.

Step 8 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

Step 9 Check spelling carefully by using the spell check feature.



Additional Presentation Activity

You are the brand manager of a cookie product made by a leading manufacturer. Prepare a slide show that defines the four Ps of marketing and describes how each of the four Ps relates to another cookie, cracker, or snack product produced by the same manufacturer.

Additional Word Processing Activity

Using a word processor:

1. Describe marketing concept.
2. Describe the four Ps of Marketing.
3. Choose any product in the marketplace.
4. Describe how each of the four Ps relates to that product.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 15 - 25.

Approximate Time

80 minutes

Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour completed. (2 points)	___
Slide 2	Marketing strategy is defined correctly. (3 points)	___
Slide 3	The four elements of the marketing mix are listed correctly and the slide is appropriately titled. (4 points)	___
Slides 4 - 7	The four elements of the marketing mix are described correctly. (3 pts/slide)	___
Slide 8	A current marketplace product is described in detail. (3 points)	___
Slides 9 - 12	The product described on slide 8 is correlated with the four elements of the marketing mix. (3 pts/slide)	___

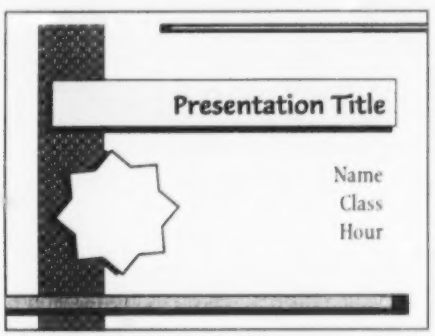
Presentation Requirement

Grammar and spelling are correct. (7 points)	___
Presentation features are used correctly and creatively. (12 points)	___

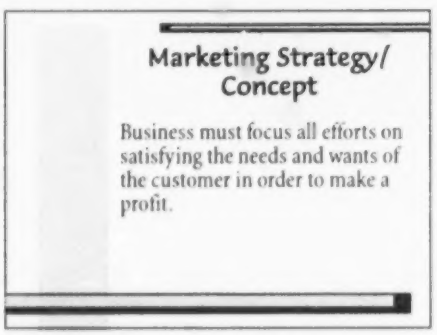
Total Points (55 possible points) ___

Sample Assessment Answer Key

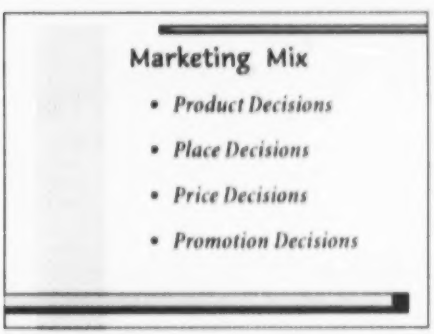
To receive all points possible each slide should include the following:



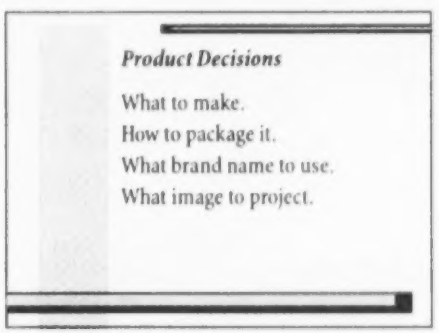
Slide 1


Marketing Strategy/ Concept
Business must focus all efforts on satisfying the needs and wants of the customer in order to make a profit.

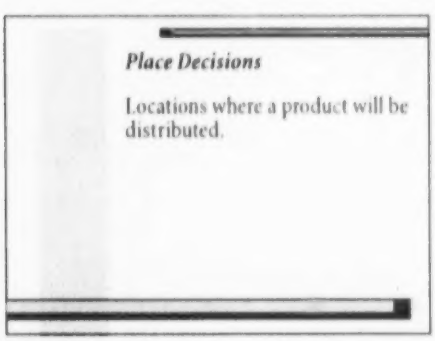
Slide 2



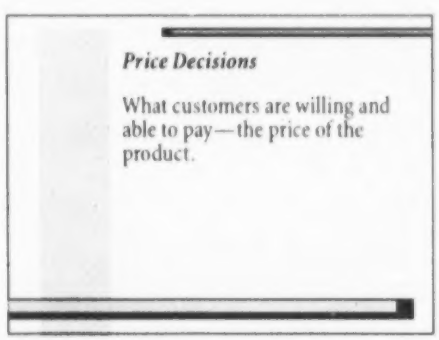
Slide 3



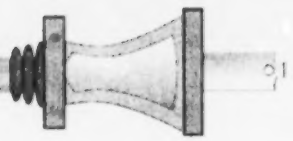
Slide 4



Slide 5



Slide 6



Promotion Decisions

How will potential customers be informed of the product?

What will the message be?

Where will it be delivered?

Will there be inducements to buy?

Slide 7

Product decisions

Product description in terms of product decisions.

Slide 8

Product decisions

Product description in terms of product decisions.

Slide 9

Place decisions

Product description in terms of place decisions.

Slide 10

Price decisions

Product description in terms of price decisions.

Slide 11

Promotion Decisions

Product description in terms of promotion decisions.

Slide 12

Identifying Markets

Learner Outcome

I4: Identify markets for a product and/or service.

Competencies

I4a: Define the meaning of a market for a product
I4c: Identify demographic characteristics that would compose market segments for particular products

Objective

The student will describe market and demographic characteristics that compose market segments for particular products by creating a presentation slide show using text and graphics.

Activity

Step 1 Select a slide background for the slide show. This background will appear on each of the slides. However, a layout will need to be selected for each slide. A layout should be selected that complements the content of the slide.

Step 2 On the first slide, type in a title for the presentation, your name, class, and hour.

Step 3 Define market on slide 2.

Step 4 Slide 3 should define demographics.

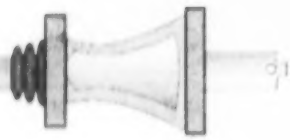
Step 5 List the six main demographic characteristics on slide 4.

Step 6 Describe a product that is currently on the market on slide 5.

Step 7 On as many slides as necessary, describe how each demographic characteristic relates to the product chosen on slide 5.

Step 8 Once the text has been created on each slide, use format, slide, and graphic/draw features to design the slides. However, the features used should be appropriate to the slide's content.

Step 9 Check spelling carefully by using the spell check feature.



Additional Word Processing Activity

Using a word processor:

1. Describe market.
2. Describe demographics.
3. Describe how the five main demographic elements relate to a product that currently exists in the marketplace.

References

Farese, Lois, Grady Kimbrell, and Carl Woloszyk. *Marketing Essentials*. 2d ed. New York: Glencoe/McGraw-Hill, 1997. Pages 15 - 25.

Approximate Time

2 - 3 hours

Sample Assessment

Slide Requirements

Slide 1	Presentation title, name, class, and hour are complete. (2 points)	___
Slide 2	Market is described correctly. (3 points)	___
Slide 3	Demographics is described correctly. (3 points)	___
Slide 4	The six main demographic characteristics are listed correctly. (5 points)	___
Slide 5	The current-market product is described well. (3 points)	___
Slide 6 - 10	The description of the product relates to the first demographic element. (3 points)	___
	The description of the product relates to the second demographic element. (3 points)	___
	The description of the product relates to the third demographic element. (3 points)	___
	The description of the product relates to the fourth demographic element. (3 points)	___
	The description of the product relates to the fifth demographic element. (3 points)	___

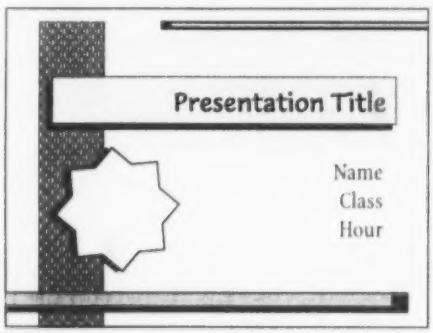
Presentation Requirements

Spelling and grammar are correct. (7 points)	___
Presentation features are used correctly and creatively. (12 points)	___

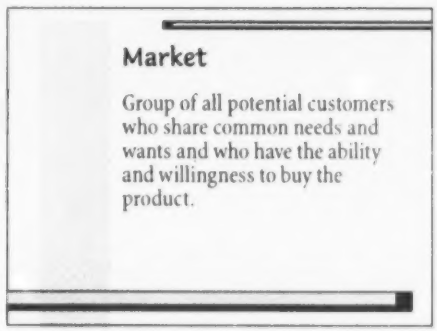
Total Points (50 points possible) ___

Sample Assessment Answer Key

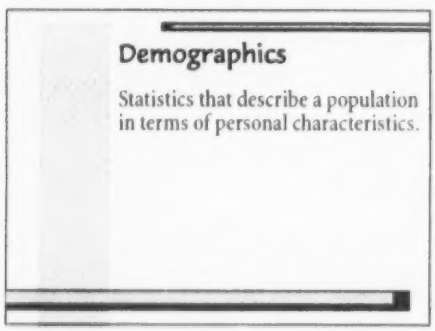
To receive all points possible each slide should include the following:



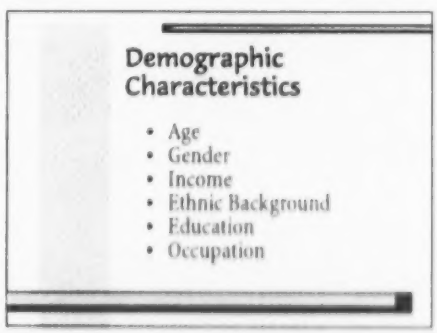
Slide 1


Market
Group of all potential customers who share common needs and wants and who have the ability and willingness to buy the product.

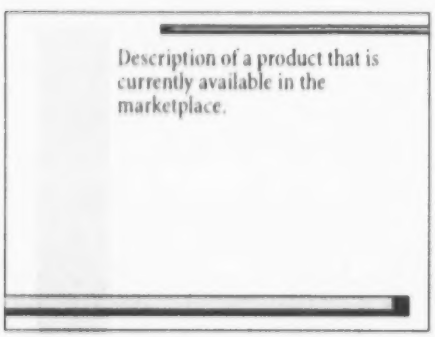
Slide 2



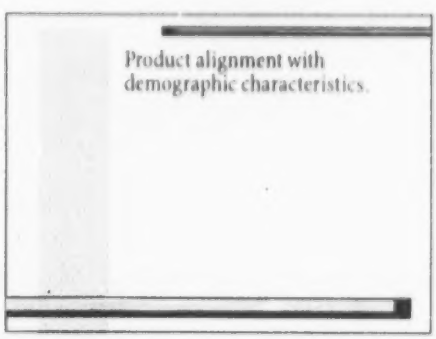
Slide 3



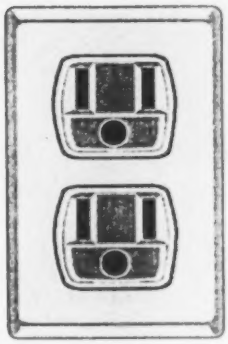
Slide 4



Slide 5



Slide 6 - 10



Index

Activities by Learner Outcome and Software Type

A1 ..... Word Processing Activity ..... 3 - 6
A2 ..... Spreadsheet Activity ..... 7 - 14

B1 ..... Presentation Activity ..... 17 - 20
B2 ..... Presentation Activity ..... 27 - 32
B3 ..... Presentation Activity ..... 27 - 32
B3 ..... Presentation Activity ..... 33 - 38
B3 ..... Presentation Activity ..... 245 - 252
B4 ..... Presentation Activity ..... 39 - 44
B5 ..... Presentation Activity ..... 45 - 48
B6 ..... Presentation Activity ..... 49 - 54
B6 ..... Word Processing Activity ..... 55 - 58
B7 ..... Spreadsheet Activity ..... 59 - 66

C1 ..... Presentation Activity ..... 69 - 74
C3 ..... Word Processing Activity ..... 75 - 78
C4 ..... Spreadsheet Activity ..... 79 - 86
C5 ..... Word Processing Activity ..... 87 - 90

D1 ..... Presentation Activity ..... 93 - 98
D3 ..... Presentation Activity ..... 99 - 104
D5 ..... Word Processing Activity ..... 105 - 110

E1 ..... Spreadsheet Activity ..... 113 - 124
E3 ..... Spreadsheet Activity ..... 125 - 130
E4 ..... Spreadsheet Activity ..... 131 - 138
E5 ..... Word Processing Activity ..... 139 - 144
E5 ..... Word Processing Activity ..... 145 - 152
E7 ..... Spreadsheet Activity ..... 153 - 160
E7 ..... Word Processing Activity ..... 161 - 172

F2 ..... Presentation Activity ..... 175 - 180
F4 ..... Word Processing Activity ..... 181 - 186
F4 ..... Presentation Activity ..... 187 - 190
F6 ..... Presentation Activity ..... 191 - 194
F6 ..... Word Processing Activity ..... 195 - 200

G1 ..... Presentation Activity ..... 203 - 208
G1 ..... Word Processing Activity ..... 209 - 212

G2 ..... Presentation Activity ..... 213 - 218
G4 ..... Word Processing Activity ..... 219 - 224
G5 ..... Presentation Activity ..... 225 - 230

H1 ..... Word Processing Activity ..... 233 - 238
H2 ..... Presentation Activity ..... 239 - 244
H2 ..... Presentation Activity ..... 245 - 252

I1 ..... Spreadsheet Activity ..... 255 - 258
I2 ..... Word Processing Activity ..... 259 - 262
I3 ..... Presentation Activity ..... 263 - 268
I4 ..... Presentation Activity ..... 269 - 272

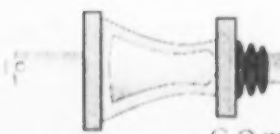
Activities by Software Type and Learner Outcome

Presentation Activities

B1 ..... 17 - 20
B2 ..... 27 - 32
B3 ..... 27 - 32
B3 ..... 33 - 38
B3 ..... 245 - 252
B4 ..... 39 - 44
B5 ..... 45 - 48
B6 ..... 49 - 54
C1 ..... 69 - 74
D1 ..... 93 - 98
D3 ..... 99 - 104
F2 ..... 175 - 180
F4 ..... 187 - 190
F6 ..... 191 - 194
G1 ..... 203 - 208
G2 ..... 213 - 218
G5 ..... 225 - 230
H2 ..... 239 - 244
H2 ..... 245 - 252
I3 ..... 263 - 268
I4 ..... 269 - 272

Spreadsheet Activities

A2 ..... 7 - 14
B7 ..... 59 - 66
C4 ..... 79 - 86
E1 ..... 113 - 124



Spreadsheet Activities cont.

E3 ..... 125 - 130
E4 ..... 131 - 138
E7 ..... 153 - 160
I1 ..... 255 - 258

Word Processing Activities

A1 ..... 3 - 6
B6 ..... 55 - 58
C3 ..... 75 - 78
C5 ..... 87 - 90
D5 ..... 105 - 110
E5 ..... 139 - 144
E5 ..... 145 - 152
E7 ..... 161 - 172
F4 ..... 181 - 186
F6 ..... 195 - 200
G1 ..... 209 - 212
G4 ..... 219 - 224
H1 ..... 233 - 238
I2 ..... 259 - 262